

5218
D3S7

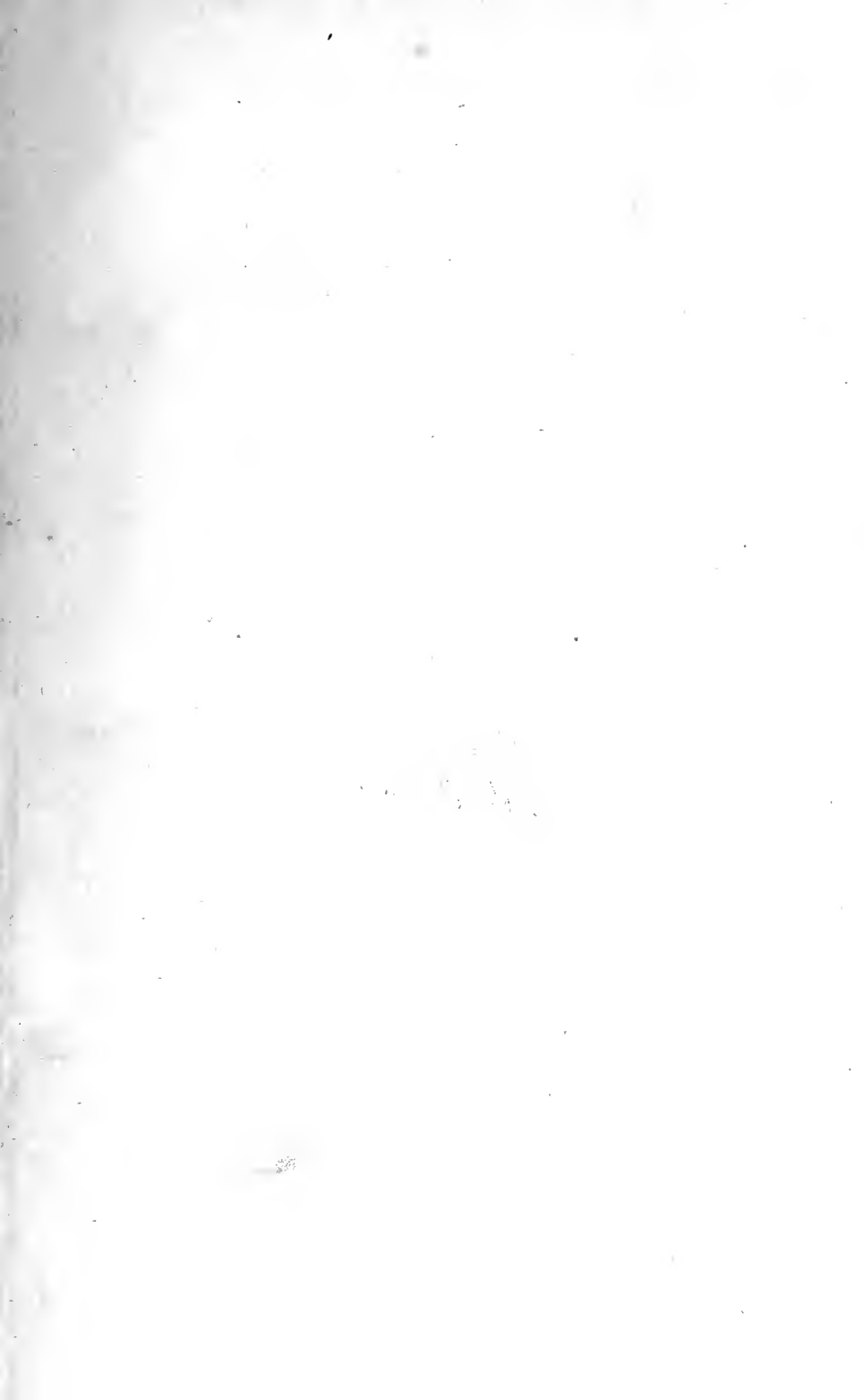


Class LB 3218

Book II 3 S 7

Copyright N^o

COPYRIGHT DEPOSIT.



**BULLETIN OF THE
SERVICE CITIZENS OF DELAWARE**

VOL. I

NUMBER 3

**GENERAL REPORT ON
SCHOOL BUILDINGS AND GROUNDS
OF DELAWARE**

OCTOBER 15, 1919

Application made for entrance at the post office of Newark, Delaware, as second-class matter
under Act of Congress of July 16, 1894.

**GENERAL REPORT
ON SCHOOL BUILDINGS AND GROUNDS
OF DELAWARE
1919**

BY

GEORGE D. STRAYER

PROFESSOR OF EDUCATIONAL ADMINISTRATION
TEACHERS' COLLEGE, COLUMBIA UNIVERSITY

N. L. ENGELHARDT

ASSOCIATE PROFESSOR OF EDUCATIONAL ADMINISTRATION
TEACHERS' COLLEGE, COLUMBIA UNIVERSITY

F. W. HART

SOMETIME ASSOCIATE IN
THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEACHERS' COLLEGE, COLUMBIA UNIVERSITY

1919

PUBLISHED BY THE
SERVICE CITIZENS OF DELAWARE
PUBLIC LIBRARY BUILDING
WILMINGTON, DELAWARE

LB3218
D357

COPYRIGHT, 1919

BY

SERVICE CITIZENS OF DELAWARE

OCT 28 1919

©C1A534449

CONTENTS

PART I

	page
I How Delaware Houses Her School Children	3
II School Buildings of Delaware of More Than Two Rooms, Except Special Districts	25
III Representative One-Room Buildings — New Castle County	69
IV Representative Two-Room Buildings — New Castle County	85
V Representative One-Room Buildings—Kent County ..	97
VI Representative Two-Room Buildings—Kent County ..	112
VII Representative One-Room Buildings—Sussex County..	121
VIII Representative Two-Room Buildings—Sussex County..	143
IX Representative School Buildings for Colored Children, New Castle County	153
X Representative School Buildings for Colored Children, Kent County	169
XI Representative School Buildings for Colored Children, Sussex County	181

PART II

I Measurement of the School Buildings of Delaware	
Tables I to XXI	195

3013, 12 Nov. 1919.



P R E F A C E

All real progress must rest upon a solid foundation of fact. This is just as true in education as in business. Educationalists in the past have been too prone to follow theories, irrespective of the actual local conditions and needs.

In August we published a report on the physical condition of the following schools: Alexis I. du Pont, Mt. Pleasant, New Castle, Newark, Middletown, Smyrna, Dover, Caesar Rodney, Harrington, Milford, Seaford, Blades, Laurel, Georgetown and Lewes. The report was made by Dr. George D. Strayer, Professor of Educational Administration, Teachers' College, Columbia University, and Professor N. L. Engelhardt, Associate Professor of Educational Administration, Teachers' College, Columbia University. They are recognized experts in their own field. In making the survey and writing the report they had no motive or purpose other than to give an accurate description of conditions as they found them in Delaware.

This volume has been prepared by Dr. Strayer and Dr. Engelhardt in exactly the same way as the former one. It is an account of the majority of our schools in Delaware, with accurate descriptions and photographs of typical instances. Both of these reports are in the possession of the State Board of Education, and they have also been widely distributed throughout the State.

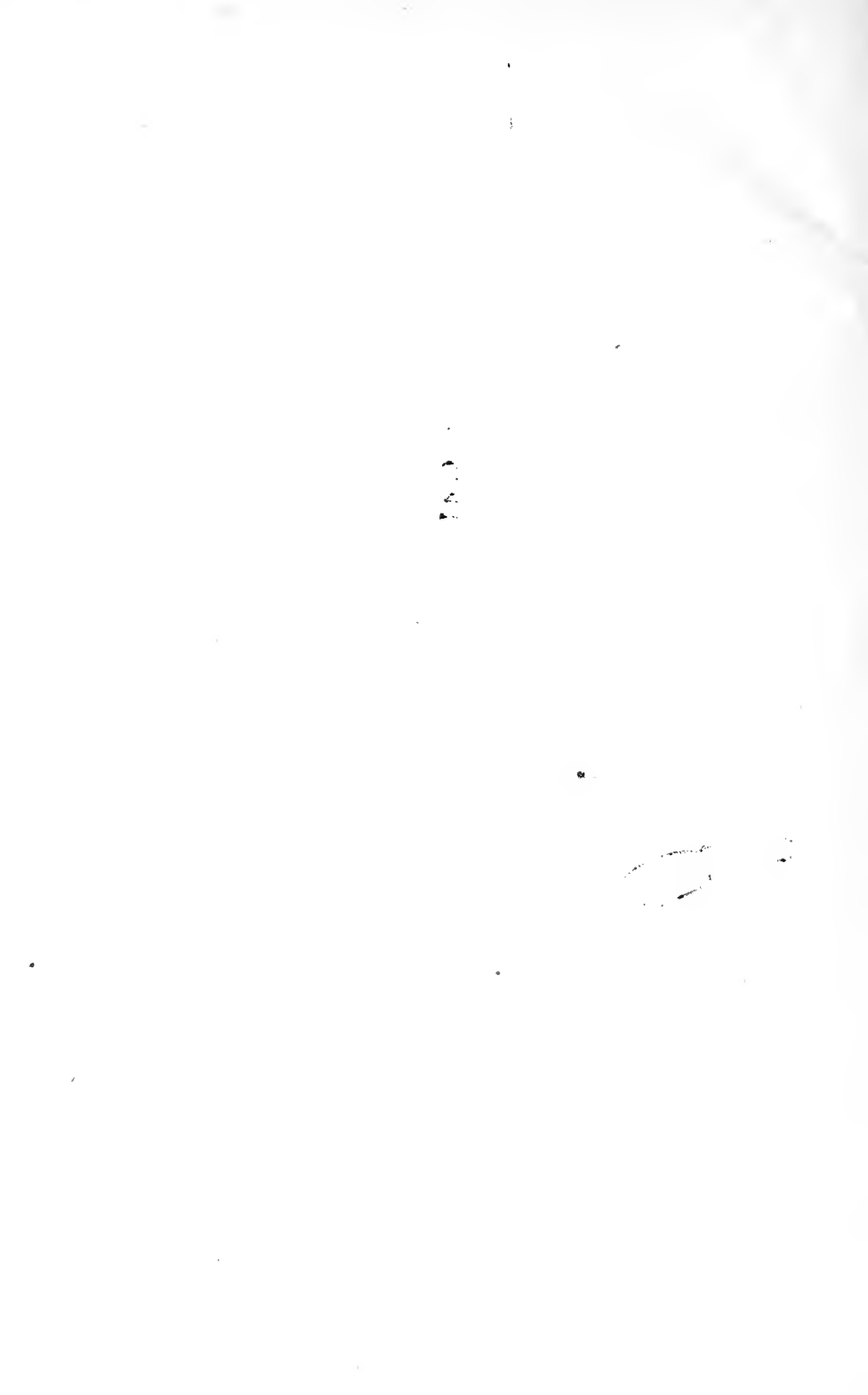
The first impression the reader obtains is one of discouragement. Conditions are undoubtedly bad, but the people of Delaware today are anxious that things which are wrong should be righted as quickly as possible. If there were no prospect of improving our educational conditions, it would be a cruel humiliation to publish such a record as this. Happily we are in the position of being able not only to make the bad good and the good better in the matter of the physical equipment of our schools, but all over the State the best citizens are anxious that these things should be done and done at once. The cost to the taxpayer is not prohibitive. Generous assistance is also available from the P. S. duPont Fund, which is

being administered by the Delaware School Auxiliary Association. In undertaking a very thorough re-building program we are not doing anything unusual. Indeed, we are doing only what other states have been doing for some time past, or are engaged in doing at present.

The children of Delaware are its richest assets. In a democracy all the real values are human values. The vital factor of progress is the quality of its citizenship. It is almost impossible to get good teachers or first-class teaching in buildings which are hopelessly out of date, inadequate, insanitary, and detrimental to the health of the pupils. Money spent on education and on educational equipment is the soundest investment a state, a county, or a special district can make for its own financial, social and moral future. We are therefore publishing this report in the firm belief that it will be received with gratitude. In it there is pictured one of the diseases of our social body, but we are not disheartened because we also know that the remedy is available. Delawareans have shown themselves especially patriotic and progressive all through the desperate days of the war, and the same spirit will guide them forward in providing for their own immediate needs as the new era dawns.

PART I

**HOW DELAWARE HOUSES HER
SCHOOL CHILDREN**



CHAPTER I

HOW DELAWARE HOUSES HER SCHOOL CHILDREN

A DESCRIPTION of the school building situation in Delaware can be made clear to the reader only by an analysis which will bring into relief the several more important elements which go to make up an ideal school plant.

For this reason we shall discuss (1) School grounds; (2) The type of school buildings; (3) The facilities which are provided for the health and comfort of the children and the maintenance of the school program; (4) The class rooms, including a discussion of their construction, lighting and the equipment for school work which is found in them; and (5) The special rooms which permit of a proper program for play, community use, industrial arts, household arts and for the work of administrative officers.

In every case, the discussion will present the situation in Delaware as compared with the best type of facilities now provided in the more progressive communities of the United States. The opportunity which Delaware has, by reason of the two-million-dollar fund made available to aid in the construction of new buildings, can be thought of as significant only as Delaware provides school facilities for her children equal to the best to be found in any part of the nation.

SCHOOL GROUNDS

Any discussion of school grounds must take into consideration the location of school buildings with respect to their accessibility and environment, the size of the site upon which the building is placed and the suitability of the particular area used for the purpose for which it has been set aside.

(NOTE: The descriptive treatment given in this section is based upon a careful survey of school grounds, buildings and equipment throughout the State. Every school house was visited and the details recorded on a score card. This detailed scoring, together with a discussion of the standards which were used, appears in Part Two.)

It is difficult to express adequately the failure upon the part of local Boards of Education to provide school grounds without being charged by some one with failure to recognize the adequacy of the provision which has been made in a few localities. If one generalizes concerning the whole State, he is compelled to record the fact that school grounds have been provided only in terms of a space big enough to accommodate the school building, the fuel house and the toilets.

The typical school site in Delaware is a piece of ground, triangular or rectangular in form, with an area of less than half an acre, in the angle of the crossroads, on a piece of ground ordinarily not considered suitable for cultivation and not infrequently so low as to make it difficult or impossible of proper drainage. In a great many cases this little plot of ground is either in a densely wooded section or on the edge of a forest or swamp.

In the more progressive communities throughout the United States the necessity for providing space enough on the school grounds for play has long been recognized. The standard school site for a one to four teacher school should include a minimum of four acres of land, at least three and one-half acres of which is free from buildings, trees or other obstacles which would interfere with the development of a well-equipped playground. Rural school children need, even more than do the children of our urban communities, an opportunity to learn to play. One of the most pitiful sights to be seen in the rural schools of Delaware is a group of children, during school intermissions, standing around in the yard with no opportunity for play and apparently with no appreciation or understanding of the games in which children find their most worthwhile recreation. Whether one considers the problem from the standpoint of the physical welfare of children or from the standpoint of their social and moral development, well-organized play must be considered as significant as the study of arithmetic or the learning to read.

It is a pleasure to record the fact that in a few instances playground space has been provided and that there is evidence that this space has been used. At the same time, it is necessary to call attention to the fact that practically no play apparatus for the smaller children has been installed. Children of the lower grades should have see-saws, swings, giant strides, sand piles, slides and the like, as well as space for ring games, basketball and other group activities.

For the older children, sufficient space for regular baseball for the boys and for tennis and outdoor-indoor baseball for the girls has been provided by communities in other states, where they believe that an investment in the physical and social well-being of children pays.

For schools having more than four teachers, and especially for the communities which maintain a high school, a minimum of ten acres should be provided in the site. Where children of the elementary and high schools are brought together on one site, it is essential that larger space be provided in order that all may have an opportunity for play, organized in groups determined by the ages of the children. At Middletown, Harrington, Greenwood, the Alex I. Du Pont School, and in lesser degree in a few of the other communities, this standard has been partially met.

It is noteworthy-that the communities which now have under consideration the building of new school buildings (Claymont, Newark, Middletown, Dover, Smyrna-Clayton, Laurel, Lewes, Richardson Park, Seaford) are all planning to secure a site of at least ten acres. In some of these communities the site now under consideration contains twelve or more acres. For both the rural school and for the larger community the play space will be available for community use as well as for the school. The modern conception of the function of public education requires that plans for the development of school property recognize the necessity for providing opportunity for recreation for the youth and adults of the community as well as for the children enrolled in the school.

Wherever agriculture is included in the curriculum of the school a small part of the school site should be available for demonstration purposes. There are in the United States today rural schools which have had a most marked effect upon the productivity of the farms in their neighborhood through the experimentation and demonstration which have been undertaken on the school grounds and on the home farms. In one instance in an adjoining state an increase of thirty per cent. in the yield of potatoes was brought to pass solely by the experiments undertaken, in the selection of seed and in the cultivation of this crop, by the agricultural department of the high school. When the education provided deals directly with the most important occupation engaged in by the fathers and mothers of the children, it has the double advantage of securing generous support from the

local community and of educating the children with respect to the opportunities for advancement along the lines of work in which they ought normally to engage. Education ought not to seek to train all children for city life. In Delaware, for most children, the greatest opportunity is to be found in an improved and more profitable cultivation of the soil.

When one has in mind the use of the site suggested above he recognizes the necessity for picking out the best piece of land in the community and not an area which is not suited for any other purpose.

School grounds, if they are to be used, must be capable of rapid drainage. The site of the school should be located with reference to improved roads. Other things being equal, the school building should be as near as possible to the center of the attendance district. Where the better roads intersect at a point some distance from this central locality, this road intersection, rather than mere centrality, should determine the location of the school building.

Every school building should have a flagpole placed in front of the building and high enough to float the flag above the highest point on the building. Many of the flagpoles in Delaware were placed some years ago and are today without halyards and cannot, therefore, be used. Forty-two per cent. of the school sites in Delaware are today without a flagpole.

It is assumed in this discussion of the school site that in a modern school building water supply, toilet facilities and fuel storage will be provided in the building itself.

TYPE OF SCHOOL BUILDING

If an adequate site has been provided the next problem which confronts the community is the type of building which is to be constructed and its placement upon the site. The materials used, the height of the building, the foundation and walls, the entrances, corridors and basement all in some measure contribute to the development of an ideal school building. As has already been suggested, the building should be so placed upon the grounds as to permit of a maximum use of the site for play and for school gardens. It is also advisable to put the building far enough back from the street or much-traveled road so as not to have the noises interfere with the work going on in the class room. The building should, of course, be

placed so as to appear well in the neighborhood. A good school building ought to be the most attractive public building in any community. Where there is a possibility of the school growing larger, either on account of the growth of the community or because of the consolidation of other schools, it will be necessary as well to provide for extensions to the building when locating it on the site.

Even in the one-teacher school building the direction from which the light enters the class rooms should determine the facing of the building. In many cases in Delaware school rooms were found in which the main source of light was from the north. In this latitude light entering the class room should come from the southeast, east, southwest or west rather than directly from the north or south.

The typical school building in Delaware is a most unattractive, store-box type of structure, with windows located at regular intervals on two or three sides, with the entrance on the fourth side. In almost no case is there any evidence of any attempt to make the school building attractive architecturally. Even the one-teacher school should compare most favorably with the very best type of cottage or dwelling house in the community in which it is placed. It should be an example of good taste and of beauty rather than an eye-sore which is hidden on a by-road.

Larger school buildings have been successfully planned and are most attractive when built not on the single rectangular plan, but rather on the **T E** or **U** outline. Buildings constructed with this general contour permit, as well, of additions without interfering with the structure already built. No building that has six or fewer class rooms should be more than one story in height. There is absolutely no excuse in the villages of Delaware for the two to four class-room buildings two stories in height. It is slightly cheaper to build a two-story structure, but the use to which the building is put and the safety of the children who are housed in it demand the one-story structure. This is especially true in the communities in which no adequate fire protection is available. In the larger buildings, where on account of economy in building or lack of space over which to spread the larger number of class rooms it is necessary to build a two-story building, the plans must always include fireproof construction if the building is to be considered acceptable from the standpoint of fire risk.

School buildings in Delaware are commonly of wood frame con-

struction. Thirty per cent. of the one to four teacher schools are of the one-room box type, without vestibule, requiring that this room be utilized as storage place for children's wraps, for the fuel and even for the pump, as well as for the remainder of the school equipment. It was surprising to find that in a large number of instances the one-room buildings were mounted on brick, concrete block or even wooden post piers, with spaces between the piers open so that the floors of the school room would of necessity be extremely difficult to heat in the winter months. In other instances these open spaces between the piers had been partially filled in with boards, providing only meager protection against the winter winds. In cases where the floors of these buildings were warped and not closely fitted together, this type of foundation allowed the dust to be blown into the school room, while even in some instances weeds were growing through the cracks.

In many instances the roof, sadly in need of repair, had permitted enough water to enter the building to damage the plaster, even to the point of having a large part of it fall off the ceiling and off the walls. In some cases a leaky roof resulted in a mouldy interior totally unfit for school purposes. Floors were badly damaged, books were moulded and school furniture discolored and covered with dirt on account of the failure to provide adequate protection against the rain.

In cases where vestibules were provided they frequently were without equipment, except a few nails hammered in their wooden walls for the hanging of children's wraps; while in other instances the studding had not even been covered, so that the vestibule had the appearance of a barn instead of a room in a schoolhouse.

It has long been recognized for any type of school that a good school building must provide facilities for some work in the household arts and in manual training, and that indoor space other than the class room for play and for community use is essential. If children in rural communities are to have as adequate provision made for their education as have their more fortunate brothers and sisters of the urban communities, then there can be no such thing as a one-room school. Rural school children have a right to a class room that is well equipped. They also should have provided for them a space off one end of the class room in which there is at least an oil stove, a sink, table and chairs, a cupboard, cooking utensils

and dishes. This room will be used every day to supplement with hot cocoa or soup the cold lunches which the children bring from home. A capable teacher on certain occasions will use it for demonstrations in cooking, canning and the like. The community will use this space when gatherings are held in the evening, or on special occasions, for the preparation of refreshments which are served to those present.

It is quite as important that space be provided, preferably off the other end of the class room and under the control of the teacher, in which at least one carpenter's bench, a grindstone, a harness horse, a cupboard with ordinary carpenter's tools, a long table for agricultural experiments and a cobbler's bench are installed.

In the one to four teacher schools of Delaware no provision has been made for any work in manual training, agriculture or the home-making arts, although a majority of the children who attend these schools never have any opportunity beyond the education which is provided in them. A good plan for the one to four teacher school will make it possible, by erecting partitions of folding doors, to open a maximum of space into one room for community meetings. The plan for the one to four teacher school building should, as well, include at least an alcove for books other than the textbooks which children have in their desks. In this library space there should be provided a daily paper, a weekly magazine of current events, a farm journal, a children's magazine and one of the better of the monthly magazines. In addition to this current literature, standard reference books, works of history, biography, science, fiction and State and National governmental bulletins and reports should be made available.

If children are to be properly cared for and freed from the contaminating influence of the outhouses now found everywhere on the grounds around the smaller school buildings, toilet rooms on the same floor as the class room or class rooms, with sewer connections, sewage disposal or chemical toilet tank should be installed.

In these smaller school buildings a play space, as well as a compartment for the heating plant, can be provided by excavating a basement, the floor of which should not be more than three and a half feet below grade. This room can, as well, be used for community purposes even while the school is in session.

In the larger school buildings an auditorium and a gymnasium

are commonly provided in more progressive communities throughout the country. Where it is thought desirable to minimize the expense, it is possible to provide a combination of auditorium and gymnasium, although neither will be as satisfactory as where these rooms are built separately. In these larger buildings the equipment for manual training and for the home-making arts will, of course, be more extensive on account of the greater number of children to be instructed and because of the special teachers who will be employed for this purpose.

Even in the one-teacher school a space should be provided for the teacher outside of the class room. This room will be used for the storage of books and supplies, for the school records, for the use of school officials when they come to the school building to consult the teacher or to hold their meetings, for the work of the attendance officer, for the supervisor and for the visiting nurse, who may wish to make careful physical examinations in order to discover defects of hearing, sight and the like.

In the larger buildings more than one room for the purposes enumerated above will, of course, have to be provided. It is also to the advantage of teacher and pupils to have the school library within the limits of the school building itself so that it will be readily accessible when needed.

The types of building proposed will cost more than has heretofore been expended on school buildings commonly found in the State of Delaware. If progress in providing school facilities in Delaware keeps step with the developments in other states, the number of one-teacher schools will be diminished very rapidly on account of the consolidation which is effected. There may remain a very few one-teacher schools, but even in these remote communities adequate facilities should be provided even though the cost be greater, and unusually capable teachers should be provided for them, even though it may be necessary to pay more salary than is ordinarily paid to those who teach in the towns and cities of the State. Doubtless, the people of the State will find in the smaller expense of the larger school, per pupil or per teacher, both for original cost and for maintenance, one incentive to rapid consolidation.

PROVISIONS FOR HEALTH AND COMFORT OF SCHOOL CHILDREN

In forty-six per cent. of the one to four teacher schools now existing in the State of Delaware, no other provision has been made for heating and ventilating the school room than through the agency of the old-fashioned type of wood or coal stove. These stoves are frequently worn out, cracked and battered to such a degree that they should long ago have been discarded. They provide an excess of heat for the children seated in their immediate vicinity. Instances were found where the children's seats were within twelve inches of the fire bowl of the stove. The children sitting on the fringe of the room farthest from the stove receive a minimum of heat, while those nearest to the stove must be most uncomfortable.

In fifty-four per cent. of the one to four teacher schools a jacketed, improved type of heater, with provision for fresh air intake, has been installed. In most cases these are the very acceptable Waterbury heaters. For the one-room school this heater furnishes a fairly satisfactory type of heating and ventilating system, and is a very great improvement over the old type of stove. If the one to four teacher school is enlarged to include the facilities discussed above, this improved type of heater will not be large enough to heat the building. Two or three of these heaters might, however, be installed in such fashion as to satisfactorily heat the larger type of building. In the more modern type of school these heaters are always placed either in a basement or in a special space provided for them outside of the class room.

When new school buildings of the one to four teacher type are erected, a fairly satisfactory heating plant can be provided by installing a hot-air furnace in the basement, with ducts leading to each class room or other space provided for school or community use.

Even in some of the school buildings having from four to six rooms the old-fashioned stove was found as the sole means of heating the class rooms. This provides as many sources of fire danger and of dirt as there are individual stoves, and cannot be too seriously condemned.

In the larger school buildings, heating by steam will ordinarily be found most satisfactory, and an adequate system of heating and ventilating can be provided by bringing air into the building by means of a stack that reaches above the highest point of the build-

ing, through an air chamber in the basement in which the air passes over steam coils and is forced by a fan through ducts which carry it to each class room. From each of these class rooms a ventiduct, taking the foul air from the floor level of the class room, carries it to the roof or to an air chamber immediately under the roof. In order to get a maximum of ventilation, it is necessary to supply a steam coil or other source of heat in the ventiducts or to install a fan in the air chamber in the attic, which has the effect of exhausting the foul air from the class rooms. When such a system of heating and ventilating is installed, it is customary to place radiators in the class rooms, both for the sake of supplementing the heat supplied by the air which is forced into the class room and for the sake of furnishing all of the heat that is necessary when the building is not in use. In the absence of forced ventilation, such as has been suggested, it is possible to heat the room with radiators placed in the room and to provide ventiducts for the removal of foul air, heated with steam coils, in order to accelerate the movement of air, installing a screen covered with cloth, through which fresh air may enter the class room, in the window openings. This latter form of ventilation will ordinarily be found less satisfactory than is the forced system of ventilation.

In the larger school buildings a system of temperature control, which acts automatically to shut off the supply of heat, is commonly installed. In the smaller school building a thermometer should be provided, hung at approximately the breathing level, and the temperature record should be placed on the blackboard in the front of the room at intervals not exceeding one hour during the school session, so that the children and teacher may see that the building is not overheated. In very few Delaware schools were even thermometers found whereby the temperature of class rooms might be regulated.

The people of Delaware will, unless action is taken in the very near future, be shocked some day by the story of a catastrophe resulting in the death of a number of children in a school building fire. There is literally no attempt to protect the children of the State from the danger of fire which is to be found in the highly inflammable buildings in which they are housed. In one instance the furnace, within three feet of the floor of the class room above, had on one side of it a pile of ashes and cinders which had been thrown out,

and on the other side a pile of waste paper, boxes and other trash ready to be used for kindling. In several other buildings trash of various sorts, old furniture, boxes and other containers had been stored under the stairways which provided the only exit for children from the second floor. In one of the best school buildings of the State, built of semi-fireproof construction, the storeroom for the chemical laboratory is placed under the main entrance through which the majority of children would have to pass in case a fire broke out during school hours. It is out of just such situations as these, found throughout the United States, that the catastrophes about which one reads every month school is in session have occurred.

The most common source of fire in school buildings is the heating plant. In all new buildings which are constructed the heating plant should be separated from the rest of the building with fireproof walls and should be entered by a self-closing fireproof door. In all buildings more than one story high the stairways should be fireproof and enclosed in fireproof stairwells. In a one or two teacher building one exit will be found sufficient, with an additional exit from the basement if it is used. In buildings housing three or more classes, at least two exits should be provided. In buildings having more than six classes on the second floor, two or three stairways from the second floor should be provided. In all buildings a small hand fire extinguisher should be made available for every two thousand square feet of floor space. In all school buildings, doors opening out of class rooms and exits from the corridors of the building should open outward. The doors opening from halls and corridors should be provided with panic bolts which permit of their opening merely by having children crowd against them. In Delaware, in a great many cases, the class room doors open in, and in some cases even the doors opening off of corridors, cloak rooms and vestibules offer obstacles to the escape of children in case of fire. Panic bolts have been supplied in a very few cases, while in other instances snap locks have been installed on doors in such a manner as actually to prevent children from opening them in case of panic.

It is surprising to find a large number of one-teacher schools in the State of Delaware in which little attempt has been made to provide that cleanliness which is highly essential in the class room. Desks are found which are sadly in need of washing and cleaning, walls and equipment are laden with accumulated dust and mould,

while many school rooms have the appearance of having had no adequate care over a long period of years.

The standard equipment for cleaning school buildings should include oiled brushes, an approved sweeping compound and dustless dust cloths. In the Delaware schools the chief equipment consists of corn brooms, usually in a much worn condition, and no evidence of any provision for dusting was found. In a few instances the floors were found oiled, although the oil was improperly applied, making the coating so thick on the floor that it would adhere to the garments of the older girls and the teacher.

Modern school buildings are equipped with means for artificial lighting. Even a rural school may be equipped with acetylene lamps, or, better still, with an electric generator and storage batteries which will provide electricity both for evening meetings and for class room illumination on dark days. It is as important to provide adequate artificial illumination as it is to consider the problem of lighting by sunlight. Every class room should have at least six fixtures in order to distribute the light evenly over the room. These should be located as near the ceiling as is possible, indirect lighting being preferred to the direct light. In the installation of electric wires it is important that the standards established by fire underwriters be followed. In two hundred and ninety-three one to four teacher schools for white children in the State of Delaware only four are provided with gas or electric light. In a number of other instances kerosene lamps bracketed to the walls were supplied.

Every class room should be equipped with a clock and bell. Every school building should have telephone connection. In the teacher's office or in the emergency room a complete First Aid equipment should be installed. In Delaware most of the schools are without clocks. A hand bell, or, in some cases, a bell mounted in a belfry, was found. In none of the smaller schools was telephone connection established. First Aid equipment was almost completely lacking.

No one thing is more important for the comfort and welfare of school children than that adequate facilities for drinking and washing be provided. A typical situation in Delaware is one in which a pump is found in the vestibule or in the pump house outside of the building, with a bucket, a common drinking cup and an occasional wash basin. The common drinking cup has been outlawed in most of the states because it has been proved to be a source of con-

tagion. Facilities for washing, especially where children eat their lunch at school, are of the utmost importance from the standpoint of health of the school children. No child should come in off the playground without having an opportunity to cleanse his hands and refresh himself by washing his face. A drinking fountain of the type which does not permit the pupil to touch his mouth to the source of water supply and a sufficient number of wash bowls to make washing a habit for every child every day are not too much to demand. Where any adequate system of heating and a water supply system are installed, hot and cold water should be carried to all wash bowls.

The toilet facilities provided for the children of Delaware cannot possibly be described in a manner that will adequately represent the facts. The tumbled-down, foul outbuildings, whose walls are carved and written over with obscene pictures and vicious and immoral statements, are a constant source of physical, social and moral contamination to the children of the State. This problem should be met in all new school buildings that are constructed by providing toilet facilities in the school buildings on the same floor as the class rooms. In every case these rooms should be well lighted and adequately ventilated, their floors and side walls should be of moisture-proof cement or tile, they should in every case be white and should be washed as often as any mark appears upon their surface. It is only by such action upon the part of those responsible that this horrible source of contamination can be removed from the lives of the children of the State.

The fixtures for toilets, even in the one-teacher school, should be of modern construction. Porcelain seats, cut out in front, with water flush or with connection to a chemical tank or to a sewage disposal plant, should in every case be provided. For boys urinal stalls reaching to the floor, of non-absorbent porcelain, in the ratio of one stall to every twenty-five boys, should be installed. One seat for every twenty-five boys should be provided. In the girls' toilet one seat should be provided for every fifteen girls enrolled. It is, of course, not necessary to insist that approaches to toilet rooms be properly screened and that the rooms for the separate sexes be kept as far apart as possible. Where they must be placed in adjoining spaces, sound-proof walls should be provided between them.

There are a great many outhouses in Delaware today for which

no seclusion is provided in the way of screen. In many cases boards have fallen off the sides or backs of these buildings, and in a few cases they are within from ten to fifteen feet of each other. In a few cases only one outhouse is provided in connection with the school, and in five cases it was impossible to discover any toilet facilities on the school grounds. In a number of cases the toilets were placed within three to ten feet of the class room windows through which the only ventilation of the building was provided. In one building the fresh air intake for the Waterbury heater was within five feet of a toilet in the filthiest imaginable condition.

Instances were found where the school trustees had provided outhouses which were well constructed and well screened, and in as sanitary a condition as such outhouses can be kept. It should be borne in mind, however, that such outhouses should never be made a part of the equipment of any school building which is planned in the future for the State of Delaware.

CLASS ROOMS---THEIR CONSTRUCTION, ILLUMINATION AND EQUIPMENT

The standard size of class room varies with the number of pupils that are to be accommodated. In no progressive community are more than forty children ever placed in charge of a single teacher. For this maximum capacity class room, dimensions of 24x32 feet, approximately, with a ceiling twelve feet above the floor level, are required in order to provide adequate air and floor space. The law in many states requires that eighteen square feet of floor space and two hundred cubic feet of air space be provided for every pupil accommodated. This standard is not too high.

In Delaware, especially in the one-room schools, there was evidence in terms of seating facilities provided that these standards were not even approached. There was a case in which there was less than ten square feet of floor space per pupil and of less than one hundred and twenty-five cubic feet of air space per pupil, indicated by the number of seats provided. In a very great many cases these class rooms were terribly overcrowded. When one takes into consideration a corresponding failure to provide adequate ventilation, one wonders how teacher and children were able to work under these conditions.

For class rooms accommodating less than forty pupils, correspondingly smaller floor space and cubical contents may be provided, although the per pupil standard must be maintained. Where a one-teacher school is maintained, very much more generous space than the standard suggested must be provided if any attention is to be given to books other than the textbooks or any space provided for the activities in which the several different groups of children should be engaged.

It will be found that in buildings constructed to accommodate both elementary and high schools there will be an advantage in dividing the building into two parts or wings with the size of class room varied to accommodate the different sized classes which are to be found in the elementary and in the high school.

A class room floor should be capable of being cleaned with the least possible effort. The best type of floor is the wood or cement floor covered with battleship linoleum, cemented together so that there are absolutely no crevices for the lodgment of dirt. The second best type of floor is the hardwood, closely joined, well-laid floor, which is treated at least two or three times a year with oil.

Every class room should be provided with a closet for the storage of books and supplies. Blackboards of high-grade slate should be placed at the front of the room and on the wall opposite the windows, with their chalk rails varying in height from the floor from twenty-four to thirty-six inches. In a one-teacher school it will be necessary to install the blackboards in the same room of varying heights. In a graded school blackboards may be installed of a single standard height for each grade.

The walls and ceilings of class rooms should be finished in a smooth, hard plaster, and should be painted, the walls a light buff or very light green, and the ceiling a white or light cream color.

In the rural schools of Delaware the class rooms are of varying sizes and shapes, conforming to no standard. The floors are in many instances worn to such a degree that they splinter at the slightest contact and frequently one finds that boards of the floor have separated in such a way as to become lodging places for dust and dirt. The walls are frequently merely sheathed with boards, of such a color as to absorb a maximum of light. In other instances the walls are poorly plastered, discolored by water which has leaked

through from the roof, and covered with dust and soot. In still other cases wallpaper of a shade so dark as to absorb a large amount of light has been put on the walls to cover up the dirty plaster. The plaster is frequently unpainted and in many rooms has fallen from ceiling and walls. In a number of instances this plaster had apparently fallen years ago and has not been replaced.

In many of the one-teacher schools where there was no vestibule, a door which consisted of a number of boards held together by two cross-pieces partially covered the opening to the class room. There were literally doors of this barn door type which afforded no more protection against the weather than the ordinary stable door.

Slate blackboards of good quality were quite commonly installed in the schools of Delaware, but without regard to the heights of the children using them. It was surprising to find in a number of instances that painted wood, black oilcloth and composition boards were still being used for blackboard purposes.

The standard illumination of a class room requires that the glass area in the windows equal from one-fifth to one-quarter of the floor area. These windows should be placed on one side of the long axis of the class room, and the children should be seated so that the light comes from the left. In order that children looking toward the front of the room may not have to look into the light and suffer from the consequent eye strain, the first window at the front of the room should be from five to seven feet back of the front wall. From that point on, to the back of the room, the windows should be banked as solidly as construction will permit. They should extend to within four to six inches of the ceiling. Window shades should be provided for every window so that they may be pulled up and down from the center of the window.

In Delaware fifty per cent. of the class rooms have less than the standard amount of glass area. In a very great majority of the buildings lighting is from two or three sides. In a few of the buildings light is admitted to the class room even from the front of the room, where children must directly look into the light when they look toward the blackboards. In the few cases in which an attempt has been made to conform to unilateral lighting standards, the desire has been completely defeated by the placement of two small windows high up in the front of the class room, so that children are compelled to directly face this skylight during the entire day. In a number of

buildings the seats were arranged so that the maximum source of light was at their back instead of from the left side. The shades in the great majority of Delaware schools are hung from the top and are in very poor condition.

The well-equipped school building provides space, under the control of the teacher, for the hanging of children's hats and coats. In the rural school space should be provided as well for the placing of dinner buckets. It is important that this space be well ventilated and lighted and that the racks upon which the clothing is hung be set out from the wall so that damp coats have a chance to dry.

In most cases in Delaware, the vestibule or the back of the room is supplied with nails or hooks upon which the clothing is hung against the wall with little or no chance for proper ventilation. In the one-teacher rural school it is even more important that adequate cloakroom and wardrobe space be provided than that similar provision be made for children of urban communities. The standard school building described in the detailed score card in Part Two makes adequate provision for this feature.

Modern school buildings provide each child with a seat in which he can sit and work comfortably, with both feet on the floor. This involves single desks or desk chairs, adjustable or of several different sizes, so that the pupil may be placed in the seat which best suits his height.

In Delaware, outside of the special school districts, very little attention has been given to these requirements. It is very common to find not more than two sizes of desk in a class room accommodating children of the eight grades. Double seats by far outnumber the single seats now available. Very few adjustable desks have been installed. In very many cases the furniture is of the old uncomfortable type, carved with the knives of many generations of children. In some cases the obscenity that one associates with the outhouse has been transferred to the school desk. In a few cases the seating supplied is of the old home-made board construction—uncomfortable, unsightly and unhygienic. If a teacher is to work in the class room to advantage, she should be provided with a modern, sanitary flat-top desk. In the Delaware schools the equipment for teachers varies from the dilapidated kitchen table, evidently made by the pupils of the school, to the best type of modern desk. There are relatively few

of the more modern type and very many of the older and less adequate sort.

The success of the work of a teacher depends not only upon the desks in which children are seated and the books with which they are supplied, but upon the other facilities for instructional purposes which are provided. In every one-teacher school there should be maps, globes, charts, a sand table for the smaller children, a book-case, a dictionary and dictionary stand, a musical instrument, such as a piano, organ or Victrola, pictures and wall decorations, as well as the equipment for manual training and the homekeeping arts, provided in adjacent spaces. In Delaware there are a few very old and very poor maps. In one case the only map in the class room was printed at a time before the cession from Mexico following the Mexican War. One wonders whether the teacher taught that kind of geography. In very many cases the maps were worn out, so that it was almost impossible to trace the outlines of countries or states, or to find the names of the places once indicated. In very few cases was any adequate globe provided. In only a half dozen cases were sand trays for the little children found. A number of organs were found, most of them in such a condition as to make it impossible to consider them as musical instruments. The Victrola was conspicuous in its absence. A few pianos, some of them in good condition, have been installed in the larger schools. The only pictures that deserved recognition were the war posters that had been placed on the walls by enterprising teachers. The few school rooms which gave evidence of thought and care upon the part of the teacher and parents in the community because of the equipment and decorations which were provided stood out in sharp contrast with the poverty and meanness of the great majority of these class rooms.

SPECIAL ROOMS

In the discussion of a modern school plant, given above, it was suggested that library space, rooms for manual training and the home-making arts, a play and community room and a fuel room within the building were required.

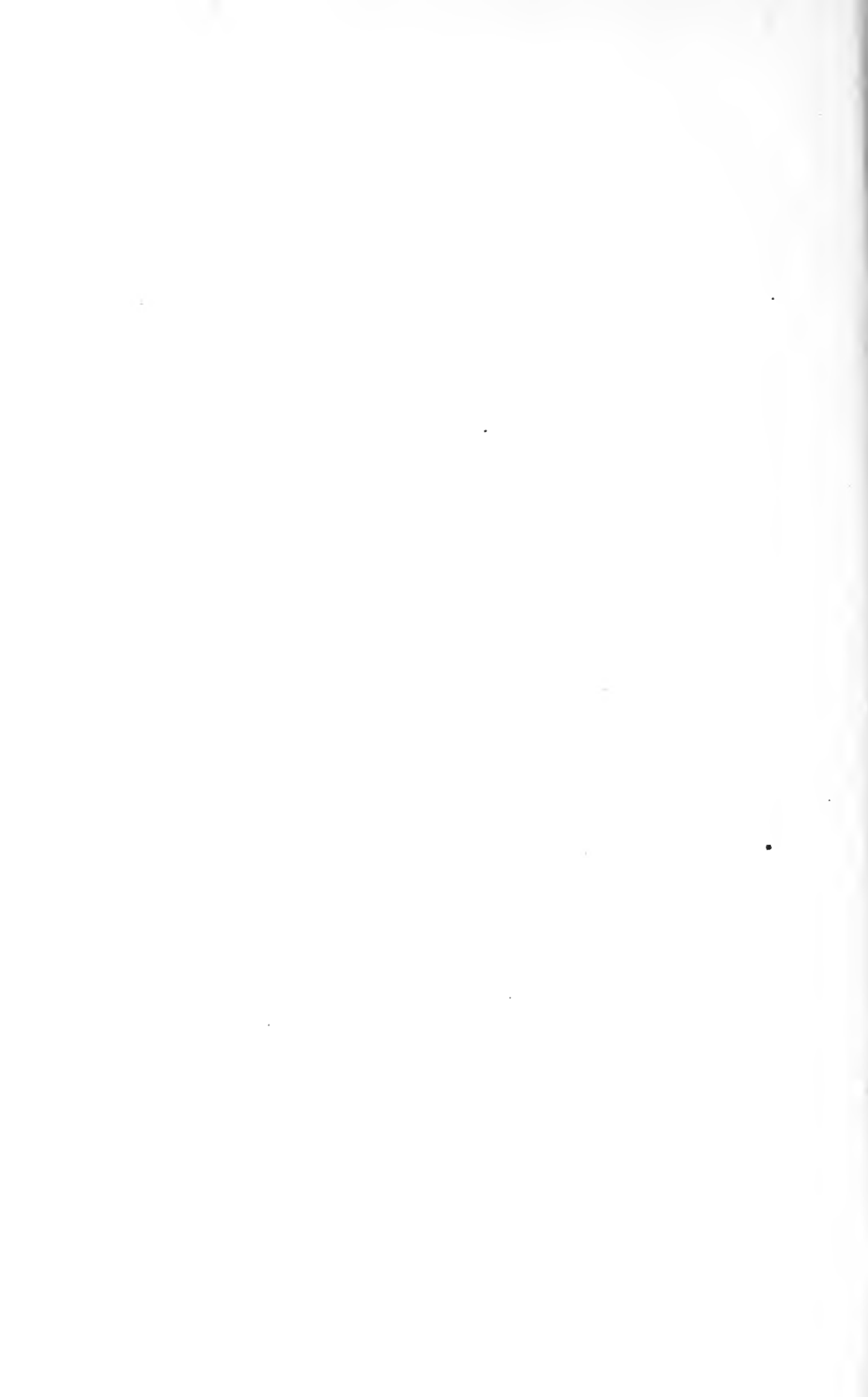
In Delaware, outside of the special school districts, there has been very little attention given to these features of school construction. Of two hundred and ninety-three schools for white children

of four teachers or less, only four buildings were found to provide play rooms, five buildings had rooms which served the purpose of community centers, one building had a teacher's office, one building a library and one building a lunch room. No single building of the two hundred and ninety-three contained any provision for the industrial or home-making arts.

It is confidently to be expected that in the program of school construction just ahead Delaware will meet the standards of school building and equipment provided by the more progressive communities of the United States. Surely no other State in the Union has immediately before it a greater possibility of approaching these standards. The welfare of the children of Delaware rests in the hands of those who are responsible for building these modern school houses and providing the opportunity for a modern education.

CHAPTER TWO

SCHOOL BUILDINGS IN DELAWARE OF MORE THAN TWO ROOMS, EXCEPT SPECIAL DISTRICTS



CHAPTER II

SCHOOL BUILDINGS IN DELAWARE OF MORE THAN TWO ROOMS, EXCEPT SPECIAL DISTRICTS

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are included descriptions of all school buildings of more than two rooms, except those of the special districts.)

In order to make more concrete the general discussion given in the preceding pages, there follow descriptions of some of the poorest, average and best of the one-teacher schools visited by the Survey Commission, and some of the best, average and poorest of the two-teacher schools visited and inspected by them. There also follow the descriptions of all buildings in the State where three or more teachers teach, which were not included in the report made by the Survey Commission in June, 1919. Because of the great similarity of the one and two teacher buildings in the various parts of the State, it was thought desirable to include here only representative types. The Survey Commission has, however, inspected all of the school buildings of the State and has submitted to the Service Citizens of Delaware a report on each school building. The tabular summaries of Part Two give the itemized scores for all of the school buildings of the State. In describing school buildings, the scores allotted on each of the five major items of the score card have been given, with the highest score possible on each item for purposes of comparison. Photographs showing the conditions within and around some of the school buildings have also been included, together with a statement of conditions found to exist in these buildings during the period in which they were inspected, July and August, 1919.

BETHEL NO. 99, 164, 187

	Score	Perfect Score
I. Site	105	160
II. Building	87	200
III. Service Systems.....	50	250
IV. Class Rooms.....	90	225
V. Special Rooms.....	7	165
	<hr/> 339	<hr/> 1000

The Bethel School is a two-story, four-room frame structure which was planned by those who knew little of school building standards. The building architecturally resembles that of the old-fashioned small factory which is to be found in small communities. Few school architects would have planned this building as a two-story structure. As it stands, the rooms in the second story present fire hazards to the children occupying them which ought not to be tolerated by their parents. An effort has been made to put this building in good condition for school use. The furniture has been painted and the general appearance of the school rooms lead one to commend the janitor. The rooms are approximately 30x20 feet in their dimensions, and unfortunately have been lighted along the short side. The approximate ratio between window area and floor area is about ten per cent., while the standard ratio has been set at twenty per cent. Old double seats have been made more presentable in their coat of paint, but still are unsatisfactory from the point of sanitation and school discipline. Only a table appears to have been provided the teacher for her needs. The treads on the stairs are 14 inches wide, while the risers are 9, making the stairway an awkward one to use and dangerous in time of haste and fear. To add to the fire dangers in this building, the outer doors all open inward. The rooms are heated with ordinary stoves.

One of the two upper class rooms apparently has been utilized as a general play room. This room did not present the tidy appearance of the other rooms. There is no reason why a play room should be less tidy and clean than any other room in the building. The importance of education to this community may perhaps be measured by the fact that it was considered proper to place this school building on a very unimportant side street.

BRIDGEVILLE NO. 90, 90½

	Score	Perfect Score
I. Site	105	160
II. Building	125	200
III. Service Systems.....	113	250
IV. Class Rooms.....	212	225
V. Special Rooms.....	21	165
	<hr/> 576	<hr/> 1000

The Bridgeville School is housed in one of the best buildings in the State of Delaware. It is a comparatively new two-story and basement brick structure of seven rooms. It is a rectangular type, with a flat roof approximately 40x64 in dimensions, located on a site approximately 210 feet square. The environment is made especially attractive by the beautiful trees that surround the building. The site is well drained and the nature of the soil is well adapted to school purposes, but unfortunately the area is entirely too small to allow for recreational activities. To make up for this defect in the original plan an athletic field should be secured in as close proximity to the school as possible. The building throughout evidences excellent workmanship and good quality of materials.

The basement is high and well lighted and is available for any type of school activity, either recreational or otherwise. A direct system of steam heat is supplied, but no adequate provision has been made for ventilation. This might readily be corrected by the installation of individual fans and motors with approved type of hood and forced draft over the radiation now installed in the rooms.

The building is not of fireproof construction, but is well supplied with fire extinguishers of a modern and approved type. Fire escapes have not been provided, and in this respect the building is unsatisfactory. Fire escapes should be installed at the earliest possible date. The furnace room is not cut off from the remainder of the building by fire doors or fireproof partitions. The element of risk, therefore, is great, and every possible precaution should be taken against loss of life through fire or panic.

The building is clean and well kept throughout and wired for artificial light, but the number and location of lights installed is entirely inadequate. One drinking fountain of an improved type is

found on each floor of the building. This is not a sufficient number to serve adequately the needs of the number of children housed in the building. The minimum should be one fountain for every 75 children. Washing facilities are installed, but not in sufficient number to meet standard requirements. Water flush toilets are located in the basement of the building and are in fairly good condition. The seats and bowls are not as clean as this type of equipment should be kept. The walls and fixtures of these rooms were free from obscenity and stand as convincing evidence of the fact that when children are provided with the right sort of toilet accommodations they will not abuse them to the extent that they do the unattractive, unapproved toilets.

The location and connection of the class rooms are well planned and convenient. They are slightly undersized, but not overcrowded. The condition of the plaster and walls is not all that it should be, only part of the rooms having been tinted, the remainder being left in the rough, unattractive sand plaster finish. The blackboards throughout the building are of excellent quality slate and well installed. The glass area throughout the building is up to standard and fairly well distributed. The light is well banked on the left of the pupils. A single window, however, has been placed in the rear of the room, but near enough to the left-hand wall so as not to be seriously objectionable. The cloakrooms and wardrobes are well lighted and well ventilated, under teacher control, and add tremendously to the convenience of the building. The seats and desks are of the single, non-adjustable type and are not especially well selected to allow for the variation of size in pupils.

A considerable part of the large basement is now being utilized for play-room purposes. Part of this space might well be partitioned off and equipped for manual training and domestic science. The building scores lowest on the items of special rooms. They receive but 21 out of a possible 140 points. In order for this building to have its full share in the responsibility of educating and training the youth of Bridgeville and the surrounding section, it should have added to it an auditorium and gymnasium of large and ample proportions. Library room, lunch room, officers' room, teachers' room and nurses' room and janitors' room should be provided in this addition. Additional laboratory space should also be included and more provision should be made for store rooms and the like. With

this excellent nucleus about which a modern school plant might be constructed, it seems advisable that Bridgeville be made the center of a large consolidated area and that a much more effective educational plant be developed.



CHESWOLD NO. 83

	Score	Perfect Score
I. Site	65	160
II. Building	98	200
III. Service Systems.....	43	250
IV. Class Rooms.....	111	225
V. Special Rooms.....	5	165
	<hr/> 322	<hr/> 1000

The Cheswold School is a two-story, four-room building, constructed about ten years ago. It is 30x45 feet in dimensions and located on a village lot 95x115. The external appearance of the building is not unattractive, but the interior construction evidences not only an extreme lack of knowledge of schoolhouse planning, but

a very poor, cheap type of construction as well. Everything about the building is of the poorest type of workmanship. The asbestos roof is of such poor quality as to have permitted leakage to such an extent as to damage the entire interior of the building. The arrangement of the class room corridors, stairways and class rooms could scarcely be planned with less attention to modern standards. The building is heated by direct steam, with the heating plant located in an excavation under the building. Good judgment in planning the building would have provided for a complete, finished basement space so as to make it available for school purposes. In the light of every detail it is obvious that the main consideration in the construction of the building was to create an attractive external appearance. The class rooms are lighted on two and three sides, and the meager equipment of the building shows evidence of much abuse. If the children of the Cheswold community are to receive adequate educational preparation for life it is obviously necessary that this comparatively new building be disposed of and a new modern structure provided.

DAGSBORO NO. 24. 159

	Score	Perfect Score
I. Site	40	160
II. Building	39	200
III. Service Systems.....	27	250
IV. Class Rooms.....	65	225
V. Special Rooms.....	0	165
	—	—
	171	1000

The Dagsboro School building is a four-room, two-story, rectangular type of non-vestibuled, frame structure, standing on an unimproved site bordering upon a deep open ditch. The site of this building is too small to permit of a well-developed school program on the recreational side. It is, however, capable of extension and possible of development if graded and well tiled. A well-ordered

grove of trees has been planted and in a comparatively short time will add materially to the attractiveness of the entire situation. Except for minor defacement and a few broken window panes, hanging-down shutters, which can easily be remedied, the exterior of the building is in fair condition, but the interior, in construction



WHERE THE PRIMARY CHILDREN OF DAGSBORO ARE HOUSED

and arrangement, violates every standard of modern school architecture. The rooms are square and lighted from three sides. The floors are in an abominable condition as to wear, repair and dirt; the blackboards are not provided with chalk rails and the entire appearance of the interior evidences a most niggardly attitude on the part of school authorities. Instead of a modern heating plant, as one would have a right to expect to find in a four-room building, one finds individual stoves in each room.

The outdoor toilets are in a very bad condition, and from the amount and character of the obscenity written and pictured upon the walls of these buildings one is compelled to judge the moral standards of the children of this school as being extremely low. This evidence of immorality and low-mindedness carries over from the toilet rooms to the walls of the corridors and stairway of the building proper. It is inconceivable that a father or mother of a

pure-minded boy or girl would permit a child to attend a school in which such a condition prevails were they advised of the facts.

Only by extensive alteration, addition and renovation can this building be made acceptable as a type of village school. It is to be noted that the school is much crowded, and that in itself justifies the recommendation that extensive alterations and additions be made at once. In order to meet, temporarily at least, the overcrowded condition an old abandoned rural school building has been moved and placed upon the site of the main building. No score of this building was made, there being little outside of the ground upon which the building stands that is recognizable as any feature of a school. The accompanying picture of this room is sufficient to justify its immediate condemnation. It has not been within the experience of the Survey Commission to find children housed in a more damnable room.

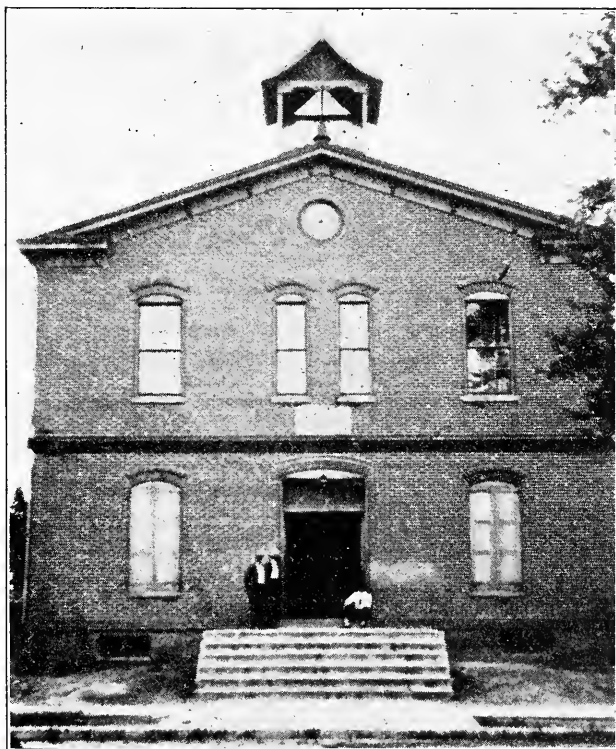
Evidently this district does not regard the education of the very small children as being of any importance, for it is the primary grades which are housed in this room. It is not going beyond a justifiable recommendation to propose that this building be destroyed.

DELAWARE CITY NO. 52, ETC.

	Score	Perfect Score
I. Site	85	125
II. Building	69	165
III. Service Systems.....	55	280
IV. Class Rooms.....	88	290
V. Special Rooms.....	7	140
	<hr/> 304	<hr/> 1000

Delaware City's school building is a two-story brick structure of six rooms. It is of the rectangular type embodying no principles of modern schoolhouse construction. At the time of the survey the building was very dirty and every feature, both of the building and of the equipment, evidenced extreme lack of attention, care and supervision. The toilet facilities for the building are located in the

basement and are of the water flush type, but extremely inadequate in number and very insanitary in condition. The site upon which the building is located is very unsatisfactory both as to size and location. In the planning of a new school building for Delaware City an entirely new site should be selected. The building is heated by



DELAWARE CITY SCHOOL

direct steam heat, but in all other respects the service systems of the school are very far below acceptable standards. The class rooms are meagerly furnished, poorly lighted and very undesirable generally. No provision is made in this building for special rooms or any educational program other than the routine textbook variety.

DELMAR NO. 163, 163¹/₂

	Score	Perfect Score
I. Site	54	160
II. Building	13	200
III. Service Systems.....	65	250
IV. Class Rooms.....	124	225
V. Special Rooms.....	0	165
	<hr/>	<hr/>
	256	1000

No doubt the inhabitants of Delmar are thoroughly dissatisfied with the wretched frame fire trap which is now used as a school building for the white children of this city. No play space is available for children, as the building occupies almost the entire site. The exterior presents a paint worn, shabby, neglected appearance, rather in contrast to many of the pretty homes and well-cared-for yards that are to be found in the city. The description of one room fits that of all. The blackboards are all about the rooms, even between windows, where they are of little use. The natural lighting of the class rooms is according to the following schedule :

No. of Windows	Class Room						
on children's	A	B	C	D	E	F	G
front	1	1		1			1
rear	2	1	2		2	2	1
left	3	3	3	2	1	3	3
right			3			3	

It is evident from the tabulation that any type of lighting is deemed satisfactory, which is quite contrary to the recognized acceptable standards. The situation with respect to artificial lighting is best shown by the situation in a primary room. The room is approximately 36x24 feet in its dimensions, and is provided with one forty-watt Mazda lamp suspended from the center of the room. In other words, the artificial lighting is practically worthless. The blackboards in all the rooms are all of one height. That it is undesirable to place blackboards in school buildings in this fashion is evident in this building, as it has been necessary to build platforms underneath

the blackboards so that the smaller children may actually be able to reach them. There is one stairway leading to the four rooms on the second floor. This is a wooden, open type of stairway with one long run without turns. The rear class room would not find this stairway very accessible in case of danger. Underneath this single stairway, which is the only exit for the children of four rooms, is lodged an indiscriminate mass of janitor's supplies. This situation cannot be too severely condemned.

In case a fire occurs in this building it is safe to assume that a number of children will lose their lives. If the citizens of Delaware have little regard for the safety and lives of their children they should continue to send them to this fire trap for their training. Another source of fire danger exists in the fact that each room is heated with its own stove, and that the electric lighting installed does not reach the standard which is set at the present day in most progressive communities.

"Sanitor" toilets have been installed in this building. This is commendable in that these toilets are superior to the outhouses that are to be found in the majority of places in Sussex county. In a community of the size of Delmar nothing less than a high-grade water flush toilet should be tolerated.

The installation of drinking fountains at varying heights, so that both the large and small children may drink with ease, is to be commended. Speedy action should be taken by the citizens of Delmar to substitute for this building a modern, high-grade, fireproof building.

ELLENDALE NO. 125, 171

	Score	Perfect Score
I. Site	35	160
II. Building	12	200
III. Service Systems.....	26	250
IV. Class Rooms.....	61	225
V. Special Rooms.....	3	165
	<hr/> 137	<hr/> 1000

The Ellendale School is housed in a building which is a disgrace to any self-respecting community. It is a three-room, two-story frame structure, 22x48 in dimensions, standing flush with the alley on the back end of a small village lot. The flagpole is the only feature about the entire situation upon which one can comment favorably. The site is so small and poorly arranged as to be impossible of extension or use as it is. The building scores 12 out of 200 points and is about as near to nothing as is conceivable. It is a dirty, tumbledown wreck, filthy and abused. A child with the highest intelligence and most laudable ambitions could not survive eight years of training in this sort of an institution without acquiring both knowledge of and contact with the lowest type of moral and mental contamination. Nothing commendable is found about this building which would warrant its further use and everything condemns it to speedy abandonment for school or any other purposes.

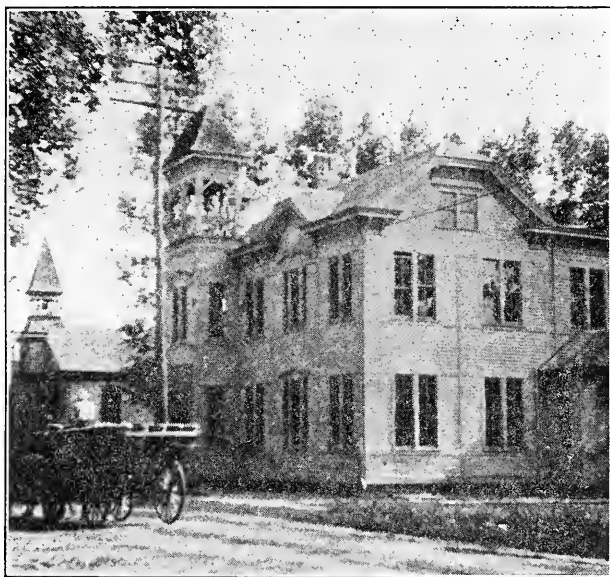
Ellendale is so situated as readily to form the center of a large consolidation and thereby make possible the erection of a large, efficient, influential and prosperous school.

FELTON NO. 54

	Score	Perfect Score
I. Site	78	125
II. Building	49	165
III. Service Systems.....	40	280
IV. Class Rooms.....	89	290
V. Special Rooms.....	5	140
	<hr/> 261	<hr/> 1000

The Felton School is a two-story frame building which has been added to from time to time to meet the emergency needs of the growing community. As a result of the original plan and the later additions, the building is very poorly arranged, and at the present time extremely unsatisfactory for school purposes. The local school authorities have seen to it that the building is kept in a fair state of preservation, so that its general appearance is somewhat

deceptive. The very low score of 261 points is a measure of its effectiveness for school purposes rather than its appearance. The site is so small as to be entirely inadequate to the needs of so large a school, and the building proper, scoring only 49 points out of a possible 165, is sufficient in itself to condemn the plant. The measure of the building in meeting the problems of the health and comfort of the children is indicated by the score of 40 out of 280 for service systems. The lighting of the class rooms is bad throughout. One



FELTON SCHOOL

half of the rooms have less than sufficient glass area, and in all cases the rooms are lighted from either two or three sides. This type of construction is not accepted in modern school architecture and is recognized as extremely harmful for the children. The only provision for special rooms in the entire building is a small makeshift of a chemical laboratory.

The school building in a community of this size should provide adequately for the teaching of chemistry, physics, manual training, domestic science, agriculture, and provide equally well for the physical training of its children. This program would require an exten-

sion of the plant to which the present building is in no way adaptable. It is the recommendation of the Survey Commission that this building be abandoned at the earliest possible date and a new building equal to the community needs be constructed on a new and adequate school site.

FRANKFORD NO. 97, 97 $\frac{1}{2}$, 135, 135 $\frac{1}{2}$

	Score	Perfect Score
I. Site	65	160
II. Building	60	200
III. Service Systems.....	17	250
IV. Class Rooms.....	99	225
V. Special Rooms.....	0	165
	<hr/>	<hr/>
	241	1000

The Frankford School is a new six-room, two-story frame structure, located on a small village site in a beautiful grove of oak trees. The location of the building is not unattractive, but unfortunately there is little or no recreational space for the large number of children who attend the school. To remedy the situation the site might be extended, with difficulty, however, to the eastward. But if suitable arrangements could be made it would seem more advisable to secure a larger and better adapted site for recreational purposes across the street to the north of the building. If any adequate recreational program is to be carried out, and the physical welfare of the children is to be considered, some steps in this direction must be taken.

The windows in some of the rooms have been fairly well banked and adequate glass area has thereby been provided, but apparently the architect or carpenter who drew or executed the plans could not shake himself loose from the tradition that there should be two windows placed in the front of the room. In consequence, an otherwise well-planned room has been made very unsatisfactory. This condition is found in two of the six rooms. The other four rooms do not conform to the standard measurements or shape of accept-

able class rooms. They are approximately 18x20 feet, and wider than they are deep. They are lighted from two sides, a considerable portion of the light entering from the rear, thereby placing every pupil's work in his own shadow.

A considerable number of new single desks of a good type have been supplied, but the old double seats, which bear abundant evidence of several generations of jack-knives in the hands of pupils, many of whom have had very low moral standards and no respect for their fellow classmates, should be destroyed. The above statement is made because of the numerous lewd carvings which are found on the most conspicuous places on the desks. It seems utterly unjustifiable that the pure and respectable children of the community be compelled, year after year, to look upon these carvings made by low-minded students of other years.

The heating plant is of a most extraordinary type to be found in a school building of this size. It is a pipeless hot-air furnace, with a single register, about 3½ feet square, located in the corridor in the center of the main floor. The heated air from this register is expected to circulate through the entire building, heating all six rooms by passing through small openings about 6x30 inches in the baseboards. The Survey Commission is not able to state to what degree this system of heating is effective in this particular building, but from the point of view of fresh air and adequate ventilation it does not seem to be a heating system which could be recommended for school properties.

The fire hazard in the building is exceedingly great and of such proportions as to justify the belief that should a fire occur, which is altogether possible from the unprotected nature of the floor joists over the furnace, a great many children would lose their lives, either as a result of the fire directly or through panic and trampling. There is no fire escape on the building, and the only means of exit for the entire six rooms is by way of the main front door. In order to escape without congestion an extremely well-ordered fire drill would be necessary. The three upper rooms are required to come down a single wooden stairway, which is directly over the furnace and which would, in all probability, be the first to burn. This situation is made more perilous by the fact that the stairway does not lead directly to the main door, but lands against a blank wall at one side of the main door, requiring two right-angled turns to reach the outside.

This is further aggravated by the fact that the stairway itself is much wider than the landing at the base of the stairs, where the children would be required to execute one of these right-angled turns. The treads of the stairway are more than four feet in length, while the opening between the lower post of the banister and the wall is only three feet. This, together with the fact that the children from one room on the ground floor would be required to pass through this opening at the same time, and the children from the two other ground floor rooms would be passing through the main exit, makes it practically certain that any panic in the building would result in the blocking of the exit and the death of many children. Before this building is used a single day for school purposes a fire escape should be provided for the upper floors and a floor level exit should be cut in the rear ground floor room.

FREDERICA NO. 32, 75, 76, 78

	Score	Perfect Score
I. Site	108	125
II. Building	102	165
III. Service Systems.....	75	280
IV. Class Rooms.....	190	290
V. Special Rooms.....	15	140
	<hr/> 490	<hr/> 1000

The Frederica School is pleasantly situated in an environment of homes, gardens and private yards. The maple trees which line the road in front of the schoolhouse are very attractive and add to the appearance of the plant. Brick and concrete walks in front and rear show a solicitude on the part of the school trustees which does not appear in many other buildings of this kind. This school is a two-story wood and shingle structure, with fairly good-sized playground to the rear, which can be adapted for games, though playground apparatus is entirely lacking. The interior of the building presents a very disappointing appearance. The original construction of the building was of the very poorest type, and the still unpainted

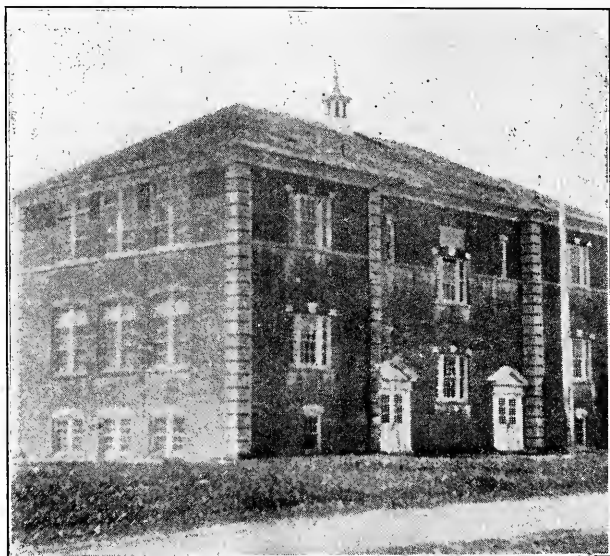
walls have cracked and broken away in so many places that it seems unfortunate that a community should have spent its money in this fashion. The blackboards need replacing throughout with a high grade of slate, since they are merely painted surfaces which have worn away to such a degree that in places they are not usable. The shades are in wretched condition. In some rooms the old double seats look as though they had gone through fire and storm, since they are deprived of all varnish and present a most unattractive appearance. The new single seats installed in one of the upstairs rooms are attractive, but unfortunately only seats of one size have been installed in a room which, without doubt, seats children who have great differences in their heights. If this building is continued as a school building the whole interior needs refinishing. A section of the basement of this building might be utilized for play purposes, though at the time of visitation the one foot of water in the basement did not permit one to discover how sections of this basement were being utilized. The fuel room and boiler room are not separate from the rest of the basement.

GREENWOOD NO. 91, 91½

	Score	Perfect Score
I. Site	100	125
II. Building	111	165
III. Service Systems.....	97	280
IV. Class Rooms.....	187	290
V. Special Rooms.....	14	140
	<hr/> 509	<hr/> 1000

The Greenwood building is a six-room, two-story brick structure, built in 1915. It is rectangular in type, with a shingle roof and concrete foundation. In external appearance it is an attractive building, but the grounds have not been improved and nothing has been done in the way of planting shade trees or shrubbery which would improve the environment. The site is unusually large for school buildings in Delaware, but still under standard size. It is, however,

being put to use, a grandstand having been erected and a baseball field laid out. It has many possibilities of further development. If expert advice had been sought in checking up the educational requirements upon the building the community of Greenwood would have today a much more efficient school plant than it now has. There is also striking evidence of poor economy both in the quality of workmanship and the material which has been placed in this building. A



GREENWOOD SCHOOL

direct system of heating has been installed, with the boiler located in the basement. The radiation is apparently adequate, but no provision for ventilation has been made.

For a two-story building the fire protection is criminally low. No fire escapes are provided for the pupils on the second floor, and the arrangement of the stairway which leads to the main exits is such as to result in congestion and trampling to death of pupils in the case of panic. The main stairway, which is 92 inches in width, chokes very much at the first landing, where a right angle turn must be executed on either of the two stairs leading down to the main floor. The landing is much less than half of the width of the main

stairway, thus making the outlets, even if taken together, much less than the opening on the second floor. The stairways are of the flimsiest, cheapest type of wooden construction, and would obviously be the first part of the building to be destroyed or made impassable should fire occur. The building should not be used for school purposes without installation of fire escapes with floor level exits.

The building is clean and in good condition. The artificial lighting which has been installed is adequate only for the service of the janitor for cleaning out after dark. Only two drinking fountains have been supplied for the entire school. This is inadequate. As a standard, one fountain should be provided for every 75 children. Water flush toilets have been installed, but are insufficient in number and poorly distributed, since there are none placed on the second floor. Separate toilets are not provided for the teachers nor for the janitor. The class rooms are of standard size and fairly well connected.

The glass area is up to standard, but poorly distributed, the rooms being lighted from two sides in some cases. In the unilaterally lighted rooms the windows extend all the way to the front wall. At least the two front windows in these rooms should be heavily curtained, if not permanently closed. In the south room on the second floor are two windows on the west wall and movable seats installed to face west instead of north. The blackboards should be moved from their present location to the front wall. The movable seats would allow the use of the room in connection with the auditorium arrangement, which is provided for the opening of the partition between this room and the adjoining room.

The walls throughout the building are untinted and unattractive. The small investment required for this work would be repaid many times over in the general effect of the building upon its occupants. The building has been planned and constructed without due consideration to the demands of modern educational needs. Room space has not been provided for any satisfactory teaching of manual training or domestic science. There is no office, library, gymnasium, teachers' room or nurses' room. All of these very necessary features of the building should be provided by well-planned additions to the building. A school architect should be employed to plan these extensions and to tear out and overhaul certain features of the interior of the

present building, namely, the stairways and the lighting arrangements.

The score of the building places it in that group where it is acceptable only on the condition that extensive alterations should be made. The score of 509 for a city school building is not high enough to justify the continued use of the building without such modifications. Greenwood might easily become the consolidation center of no less than four rural school districts, and for high school purposes even a larger number of districts might be included.

LINCOLN NO. 3, 175, 175 $\frac{1}{2}$

	Score	Perfect Score
I. Site	90	160
II. Building	55	200
III. Service Systems.....	22	250
IV. Class Rooms.....	54	225
V. Special Rooms.....	0	165
	—	—
	221	1000

This is a four-room, two-story rectangular structure in which at present only three rooms are being utilized. The building was so poorly constructed that it became necessary, a short time ago, to support the one room which is being used upstairs by having pillars built in the room below. The second upstairs room has floors which bulge, indicating that before this room can be used this floor also must be supported. The plaster is falling in this building. The stairs are in a decrepit condition and without handrails. This building is being heated by stoves, which, according to the advice of young children in the neighborhood, are entirely inadequate in the winter. The class rooms are lighted on three sides and are laid out along the short rather than the long axis. This building should be supplanted by a high-grade, up-to-date structure.

MAGNOLIA, NO. 50--108

	Score	Perfect Score
I. Site	90	125
II. Building	52	165
III. Service Systems.....	67	280
IV. Class Rooms.....	110	290
V. Special Rooms.....	0	140
	<hr/> 319	<hr/> 1000

The Magnolia School is the only school building for white children in the prosperous appearing little community of Magnolia. The site is extremely limited and not equipped with any playground apparatus. The toilets on the rear of the site are unattractive and ought not to be tolerated as they stand. The environment is rather attractive and both the exterior and the interior of the building present the appearance of considerable care on the part of the school authorities. The class rooms are very poorly lighted; namely, from three sides. They are somewhat irregular and have exceedingly poor floors which show the wear and tear of many years. In this community one might expect to find better class room equipment than double seats, and also the heater in each of the class rooms. All class room doors, both into the hallways and into the class rooms, open inward. This fault should be remedied immediately. The stairway to the second floor is badly worn and has treads of awkward dimensions so that two handrails are very desirable. The upkeep on this building is a little better than the average which one finds in other schools in the county.

MARSHALLTON NO. 77

	Score	Possible Score
I. Site	102	160
II. Building	105	200
III. Service Systems.....	72	250
IV. Class Rooms.....	128	225
V. Special Rooms.....	4	165
	<hr/> 411	<hr/> 1000

The Marshallton School building is a two-story, four-room brick structure, approximately 26x54 feet in dimensions, in fair condition. It is located on a site entirely too small to accommodate even in a most limited sense the number of children that attend the school. The location, however, is such as to make possible the extension of the grounds to a fairly satisfactory standard. The building is heated by a direct system, with heating plant located in the basement. It is wired for electricity, but the number of outlets and degree of illumination are too low to render any service other than to be of assistance to the janitor in cleaning the buildings at night. The toilets are of the outhouse variety and are in a very filthy, vicious and insanitary condition. The class rooms are of fair size and standard in shape, but poorly equipped and very poorly lighted. The glass area is sufficient, but the windows are distributed on three sides of the room. In meeting the educational needs of the district in which Marshallton is located, the Survey Commission would recommend that the present school building be retained as a housing for the children of the first six grades, and that the children above the sixth grade be transported to a consolidated center in which both the districts of Richardson Park and Elsemere participate in the development of an educational program for the larger community. In order that the present building may be made suitable for the housing of the first six grades, extensive alteration and repairs should be carried out. A school building architect should be employed to plan these alterations, and the plans should include a proper distribution of the light within the class rooms, provisions for play rooms, adequate water supply, inside toilets, community room and such other facilities as the standard school plant of this grade should have.

MILLSBORO NO. 23, 23½, 161. 161½

	Score	Perfect Score
I. Site	85	125
II. Building	38	165
III. Service Systems.....	14	280
IV. Class Rooms.....	108	290
V. Special Rooms.....	0	140
	<hr/>	<hr/>
	245	1000

The Millsboro School for white children is a positive disgrace to the community. It is composed of six class rooms, some of which are as large as 30x30, and are quite inadequately lighted. The new rooms which have been added provide some advantages that are not found in the old rooms. These rooms are approximately of the proper class room size. Although the long side of these rooms is taken up completely by windows, nevertheless two windows have been placed in back of the teacher's desk so that the children must look directly into the light.

Throughout this building dirt and filth prevail. Although attempts are being made to paint and repair the old part of this building, the construction is so cheap and wretched that practically all repair work will be in vain. It is hardly conceivable that a community will be content with the condition in this building when the facts are clearly brought to their attention. The building should be abandoned at the earliest possible moment and a consolidation effected which will permit of the erection of a much larger school and the caring for many more children in a proper building.

NEWPORT DISTRICT NO. 21

	Score	Possible Score
I. Site	122	160
II. Building	126	200
III. Service Systems.....	111	250
IV. Class Rooms.....	151	225
V. Special Rooms.....	28	165
	<hr/>	<hr/>
	538	1000

Newport School building is a four-room, two-story brick structure, rectangular in type, standing on a site 150x300 feet. The building was constructed in 1895, has been well preserved, and at the time of survey was being thoroughly overhauled and put in excellent condition for the opening of school. The site of this building, though still far below the standard set for buildings of this type, is much larger than commonly found in the State of Delaware.

The building is clean and well-kept. It is heated by direct steam heating, with heater located in the basement. It is supplied with electric current. Toilet systems are of the outside type, but are supplied with an excellent vault and are well protected.

Class rooms are slightly under size and do not conform to standard, but for comparatively small classes will serve adequately. The glass area is up to standard, but the windows are distributed so as to supply light from three sides.

The auditorium, which has the possibilities of use as a community room, is made ineffective by the placement of permanent seats facing each other in the two rooms, which can be thrown



NEWPORT SCHOOL

together by a movable partition. In order to take full advantage of the opportunities offered by this room, movable type of seats should be employed. Two playrooms in the basement of the building were being finished at the time of the survey. These rooms, though poorly lighted, will make a distinct contribution to the usefulness of the building.

Should the proposed consolidation be carried out, the Newport School building should be converted into a six-year school. Under these conditions there would be sufficient space to provide for the

installation of indoor toilets, adequate play space, auditorium community room. However, before the building is approved as an acceptable school building, the lighting arrangements should be of a sort to meet standard conditions.

NEWARK GRAMMAR SCHOOL NO. 39, 41½

(White)

	Score	Perfect Score
I. Site	75	125
II. Building	44	165
III. Service Systems.....	66	280
IV. Class Rooms.....	185	290
V. Special Rooms.....	8	140
	<hr/>	<hr/>
	378	1000

This building is the most modern of the three that exist in Newark. It has some attractive features about it and others that are not at all pleasing. The building is better cared for than the average buildings in the State. It apparently was ready for the opening of school on the Saturday before the new year began in 1919. Its rooms are neat in appearance, equipped in most instances with large single seats and with an adequate amount of blackboard space. It has a library room, which has been neatly arranged and set aside apparently for library purposes and special class work. This is one of the few buildings in the State in which this particular provision has been made. Some of its faults become evident as one approaches the building. The site is entirely inadequate for this school, and no effort has been expended upon it to make it useful for school purposes. The stairways to the building are unfortunately of wood instead of concrete and are not provided with proper handrails. On the doors one finds the snap lock, which may readily prevent children from using these passageways in case of danger. Each door should be equipped with a panic bolt, which easily permits the child to open the door by throwing his weight against the bolt. The halls are in a number of instances used as cloakrooms. This adds to the problem

of discipline and also decreases the score on sanitation. The school-room doors unfortunately open inward. The rooms are very poorly lighted, the arrangement of windows being unnecessarily defective. A table is provided instead of a teacher's desk. The blackboards are not adjusted to the proper heights of the children using them. The floors are oiled, but covered with an excessive amount of oil which has been placed upon the floors in an unscientific manner. The basement has no cement floor, so that children using the area devoted to play purposes carry back with them to the upper floors the dirt which they collect below. As no cement walks are provided on the outside, this additional source of dirt and dust must add to the discomfort of teachers and children and to the labor of the janitor. The boiler room and the fuel room are not separated from the rest of the basement. The girls' toilet is provided with a minimum of seclusion since it is located immediately adjoining the unenclosed basement play room. The system of artificial ventilation provided is questionable as to its value and hardly understood by the janitor. As far as could be ascertained, no direct beneficial results accrue from this installation. The air intake is wrongly placed off of the ground level. The boys' toilet, located in the basement, is cut off from the rest of the building and yet becomes a source of foul smells because of the absorbent type of material utilized on its walls and floor. Boys would find it difficult to make their exit from this room in case their stairway was blocked. The interior of the building offers no protection against fire. It therefore should have been equipped with outside fire escapes. No doubt the shell of this building could be used as the basis of reconstruction for a modern school plant. It would, however, be inadvisable for Newark to appropriate money for this purpose, since it is far more advisable in this community to have its entire school plant housed in one structure.

NEWARK PRIMARY SCHOOL

(White)

	Score	Perfect Score
I. Site	90	160
II. Building	37	200
III. Service Systems.....	63	250
IV. Class Rooms.....	59	225
V. Special Rooms.....	0	165
	<hr/> 249	<hr/> 1000

It is understood that this community is planning for a school building which will not require the use of this structure over any extended period. Built in 1884, the building as it stands at present has little to commend it. Its faults are many and of such a nature as to provide many obstacles to the best physical and educational development of the children who are housed therein. Some of the faults of this building may be summarized in the following phrases: The entrance doors are not provided with a vestibule for protection and are not provided with door checks. This means that the stairway and halls are extremely difficult to heat on cold days. The two radiators, cutting off the stairway at the front entrance, are very dangerously placed. At no time should a school stairway be blocked in such a fashion. The stairways are not provided with handrails and are dangerous fire chutes. The doors of class rooms and cloak rooms in a number of instances open inward, which is a condition which has long been corrected in most school buildings, since such doors offer an immediate obstacle to the exit of children when rapid egress is necessary. The rooms are poorly lighted and the seats unscientifically arranged. In instances the children are required to sit with their backs toward the maximum source of light, the seats being arranged on the short rather than on the long axis of the room. The rooms are altogether too large for class-room purposes, requiring an over-abundance of heat in the winter months. The toilet arrangements are highly unsatisfactory, since the toilet rooms are poorly lighted and the seats so recessed that no natural light or sunlight reaches them. The ceilings of these toilet rooms are only approximately six feet high. Little provision has been made for the children for washing their hands during school hours. When children go to

the source of water provided, it means that they will wet their feet and clothes regardless of whatever precautions they may take. An insufficient number of toilet seats is furnished in both the boys' and the girls' toilet. The heating apparatus is poorly housed and entirely too small for the building. The arrangement in Newark whereby one janitor takes care of the heating apparatus of three buildings requires an excessive amount of time expenditure on the part of that janitor, and also reduces to a minimum the precautions that such janitor can take for providing against any fire danger in these school buildings. In the new structure this very objectionable situation will, of course, be eliminated. It was pleasing to note that the toilet rooms of this school had been whitewashed during the summer vacation, so that these rooms did present a wholesome appearance on the Saturday before school opened. It was also pleasing to note that the Newark schools were beginning to utilize the movable adjustable seat. They had been installed in the primary room.

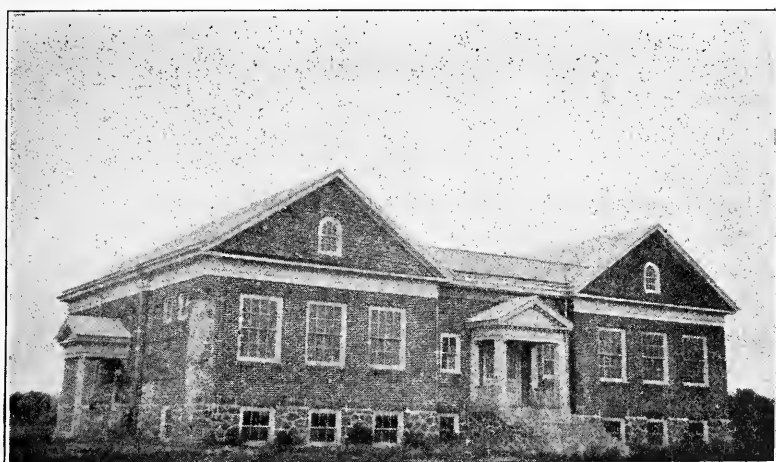
OAK GROVE NO. 130

	Score	Possible Score
I. Site	130	160
II. Building	149	200
III. Service Systems.....	170	250
IV. Class Rooms.....	172	225
V. Special Rooms.....	44	165
	<hr/>	<hr/>
	665	1000

The Oak Grove School, located in Elsmere, is a new four-room, one-story rectangular type of brick building, with stone foundation, in excellent condition. This building, 46x74 feet in dimensions, located on a site much larger than is commonly found in the State of Delaware, is one of the very best school buildings in the State, and many of the improved standards in schoolhouse construction have been taken into consideration in the planning of the building. The site, though too small to meet the full requirements of modern standards, is capable of extension and is so situated as to be easily devel-

oped. The plot is new, and as yet no extensive effort has been made to beautify or improve the grounds, but the situation evidences on the part of the community a disposition to have a very good school and surroundings; therefore, will undoubtedly continue to improve. Trees should be planted, gardens and lawn plots developed, and walks put in where needed. The present board walks are not in keeping with the buildings and are evidently not intended to be permanent in character.

The building, being new, is in excellent condition and evidences good material and good workmanship throughout its entire construction.



OAK GROVE SCHOOL

tion. It is heated by direct steam, but no provision has been made for forced ventilation. Class rooms and corridors are lighted by electricity, but the number and arrangement of outlets are not sufficient to entirely meet the needs of the building for evening use for school purposes. Adequate provision is made for drinking facilities, but the number of wash basins is below standard and no provision is made for bathing. Indoor toilets, adequate in number, well fitted up, and especially clean and sanitary, were found in this building. In this respect the building stands out in marked contrast to almost every other school building in the State.

The class rooms, with respect to the corridors and entrances, are

well arranged. They are not, however, standard in size or shape, being somewhat narrower than is approved, and in the case of two rooms considerably undersized. The general appearance of the interior could be much improved by well-selected shades of paint or tinting. At the present time the walls are of new, rough-finish plaster. The glass area throughout the building is up to standard, but unfortunately the window placement has not been given careful consideration. In the case of two rooms, the windows extend entirely too far toward the front wall. This situation could be improved by the permanent closing or curtaining of the window nearest to the front. The small, high windows which are placed in the rear of two of the rooms should be permanently closed. The location of these high windows is extremely objectionable from the standpoint of the strain which it entails upon the teacher, who must face these windows throughout the entire day.

Provision has been made for cloak rooms and wardrobes, but not of the approved type of teacher control, nor has each class room its independent coat room. This should have been arranged for in the original plan. Seats and desks are of excellent quality, single type, well selected as to sizes graded for pupils varying in age. Teachers' desks are good in quality, and the entire equipment is in excellent condition.

This building is again unusual among those of Delaware in that it provides two excellent play rooms in the basement. The space is large, well lighted and well adapted for the purpose intended. Two of the class rooms are so arranged as to be thrown together by the removal of a folding partition. This arrangement makes a fairly satisfactory community and assembly room for the school. The rather low score on special rooms is due to the absence of library, lunch room, officials' room or any provision for the industrial or home-making arts.

Under the contemplated consolidation of the school districts within the vicinity of Elsmere, this school building should be continued in service as a six-year school, providing very satisfactory accommodations for the first six grades. There is sufficient space within the building which by means of slight alterations could be utilized in such a way as to provide for a full, well-rounded educational program for pupils of the grades named.

OCEAN VIEW NO. 28, 121

	Score	Perfect Score
I. Site	65	160
II. Building	61	200
III. Service Systems.....	24	250
IV. Class Rooms.....	63	225
V. Special Rooms.....	2	165
	<hr/> 215	<hr/> 1000

This building is a four-room, two-story building on a brick foundation, located on a site of approximately half an acre. The site is inadequate and the building impossible of alteration to meet modern school standards. It is heated by common stoves, and both the school building and outhouses are in a filthy and dirty condition. The class rooms are poorly equipped, the only commendable feature being the seats and desks, which are in good condition. The glass area is less than half of what it should be and the light is admitted into the rooms from three sides. The location of this building with respect to neighboring districts is such that at some desirable point within the district a large consolidated school plant might readily be secured.

ODESSA DISTRICT NO. 61, 61½

	Score	Possible Score
I. Site	100	160
II. Building	90	200
III. Service Systems.....	39	250
IV. Class Rooms.....	137	225
V. Special Rooms.....	12	165
	<hr/> 378	<hr/> 1000

The school building in Odessa is a two-story, three-teacher school of brick and plaster. It was erected in 1847, and while at that time it must have been an imposing structure, serving well the

needs for which it was built, it has outlived its usefulness as a school building and should be closed for such purposes.

The grounds upon which the building is located are made



ODESSA SCHOOL

unusually beautiful by the large number of old maple trees that cover it. It seems a fitting suggestion that this grove be retained as a public park for the village and that a new and adequate school site be selected.

REHOBOTH NO. III, 226

	Score	Perfect Score
I. Site	50	125
II. Building	92	165
III. Service Systems.....	68	280
IV. Class Rooms.....	164	290
V. Special Rooms.....	10	140
	<hr/>	<hr/>
	384	1000

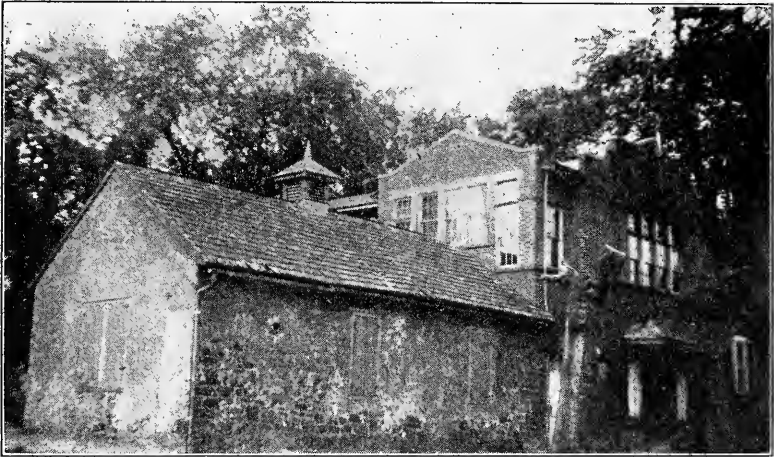
This building is a six-room, two-story brick structure, built in 1908. It is in good condition externally, but is a cheap type of construction, with tin roof and unfinished basement. In planning the interior of the building no consideration has been given to the standards of modern school architecture. The class rooms are irregular in shape, poorly arranged and lighted from two sides. The stairway and corridor arrangement is extremely bad and entails considerable fire risk. The opening through which the occupants of the three upper story rooms would have to pass in case of fire is but 41 inches



REHOBOTH SCHOOL

in width. This narrow, choked place in the corridor is between the opening into the stairway and the three doors leading from the class rooms. No fire escape is provided, and in consequence the only exit might easily be cut off. The building is heated by direct steam, but has no provision for forced ventilation. Electricity is installed, but provision for adequate illumination is not found. The outside toilets are both insanitary in their condition and vicious in their influence through the very great amount of obscenity that has been written and pictured upon their walls. It will, in all probability, be necessary to use this building for school purposes for some time, in

which case nothing short of a complete renovation of the building, excavation and improvement of the basement, additions of special room and the installation of fire escapes will make the building acceptable.



RICHARDSON PARK, DISTRICT NO. 20

	Score	Possible Score
I. Site	68	160
II. Building	53	200
III. Service Systems.....	61	250
IV. Class Rooms.....	81	225
V. Special Rooms.....	3	165
	<hr/> 266	<hr/> 1000

School children of Richardson Park are housed in one of the dirtiest, filthiest, darkest, most unsightly, unattractive old hovels to be found in the State of Delaware. A part of this building was constructed in 1780, and judging from its appearance at the time of the survey it had not been thoroughly cleaned out or repaired since

the time of its construction. The additions, which have apparently been made from time to time, show little improvement or appreciation of standards over those used at the time of the original construction.

The site is a little, triangular spot, scarcely larger than the building itself. The building is heated by hot-air furnace, and throughout the entire structure there is no provision whatsoever against fire or panic disaster. Although a six-room building, housing a comparatively large number of children, the toilet rooms are located outside the building and are comparable in their condition to the building itself.

It is understood that plans are already under way whereby the children of Richardson Park will be afforded a modern school plant, in which case the present building will undoubtedly be abandoned, if not destroyed.

ROXANA NO. 31, 119, 173

	Score	Perfect Score
I. Site	70	160
II. Building	109	200
III. Service Systems.....	46	250
IV. Class Rooms.....	107	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	335	1000

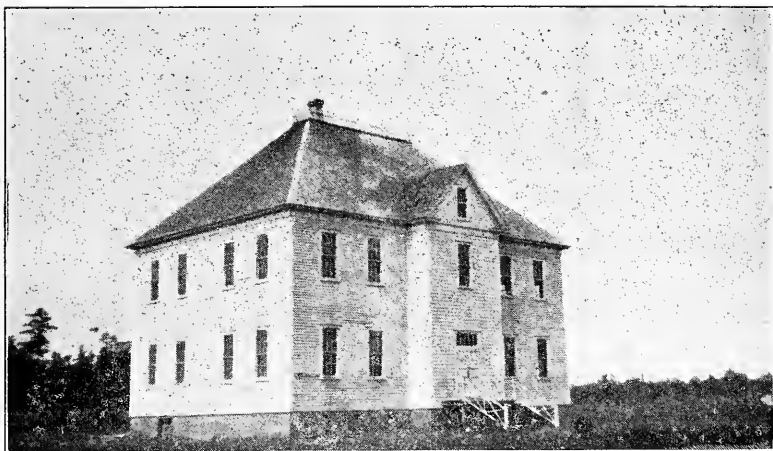
This building is a new, one-story, four-room frame structure on a concrete foundation. It is located on a site of an acre and a half to two acres of cleared ground in a beautiful pine forest. The site is not large enough to meet the standards approved for a school of this type, but is nevertheless much larger than is commonly found for the schools of the State of Delaware, and because of its setting is extremely attractive. It is unfortunate in some ways that expert advice was not sought in the planning of the building from the standpoint of its arrangement and lighting. The class rooms approximate 18x22, and are, therefore, under size for the number of pupils

that will be required to attend. The lighting is not good, coming as it does from both left and rear of the pupils. The windows might easily have been banked on one side and standard lighting conditions met. One especially commendable feature of the building is found in the fact that the partitions between each adjoining pair of class rooms are so arranged as to be lifted, thus throwing the two rooms into one. This makes it possible for the building to render valuable service as a community center and to increase its usefulness in the district.



ROXANA SCHOOL

In order that the building approach an acceptable score it is recommended that additions be made, providing space for industrial arts, home economics, play room and library facilities. Such additions could easily be made and a modern educational program be carried out. At the same time a heating plant should be installed to supplant the old box stoves which are now utilized for heating individual rooms of the building. The present building thus has possibilities of being made into a modern school, but only upon the condition that the above recommendations be carried out.



SELBYVILLE NO. 32, 108

	Score	Perfect Score
I. Site	75	160
II. Building	79	200
III. Service Systems.....	63	250
IV. Class Rooms.....	123	225
V. Special Rooms.....	7	165
	<hr/> 347	<hr/> 1000

The Selbyville School building is a seven-room, two-story frame building, comparatively new and in good condition. It is located on a site of approximately two acres, upon which nothing has been done to improve the general appearance or usefulness for school ends. The number of children attending the school justifies a much larger site, and a modern school program would require extensive development of the present site and proposed additions. The internal structure of the building has not been planned with any view to its use for school purposes. No evidence of modern standards of school building architecture is discernible in the size, shape or lighting of the rooms. Light is admitted from left and rear in some cases and right and rear in others. New single desks of good but non-adjustable type have been provided. Poor judgment,

however, has been used in the distribution of this equipment. There is no variation in size of seats in any given room. Small children, therefore, are required to sit in seats of exactly the same size as average or large size children. This is a very serious criticism and seats should be shifted from one room to another until a sufficiently graded distribution is had to allow each pupil a seat that is adapted to his size.

The stairway in the building is unsightly and out of all proportions and size to the needs of the building. Although it is not recommended that the stairway be changed at this time it seems feasible to point out that a tremendous amount of space was wasted in the construction of this stairway. The building is wired for electricity, but insufficient light is provided for any purpose other than to meet the needs of the janitor in cleaning the building. The building is heated by direct steam and in many respects is superior in service systems. Upon one element, however, it is extremely bad; namely, that of fire protection. Although the building has a front and rear exit, and the stairway is wide enough to accommodate all the children if not cut off by fire below, it seems advisable to suggest that a fire escape be placed on the outside of the building to meet an emergency arising through the blocking or destruction of the stairway.

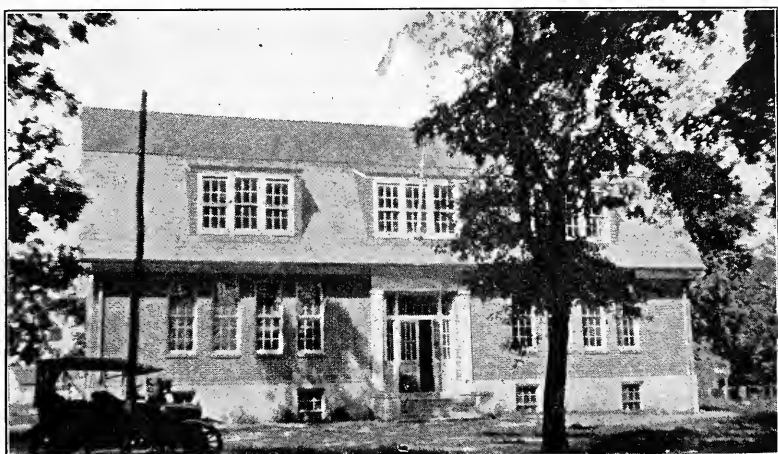
In order for the building to approach an acceptable score, it will be necessary for the community to provide an addition which will accommodate manual training and domestic science courses and indoor play space. This building is distinctive among the Delaware schools in that it has a fairly decent library room and an unusually large collection of good books available for pupils, under conditions which are entirely acceptable.

TOWNSEND, DISTRICT NO. 81, 81 $\frac{1}{4}$, 81 $\frac{1}{2}$

	Score	Possible Score
I. Site	95	160
II. Building	161	200
III. Service Systems.....	62	250
IV. Class Rooms.....	173	225
V. Special Rooms.....	45	165
	<hr/>	<hr/>
	536	1000

The Townsend building is a two-story, four-teacher school, approximately 64 feet x 42 feet, located on a site 150 feet by 135 feet in a village of 500 population. The building is but three years old; is in good condition, and, in so far as its external appearance is concerned, it represents an admirable effort on the part of the community to provide a good school building for its children.

The commission regrets to announce to the well-intentioned citizens of Townsend that their new building scores but 536 points out of 1000. While this is one of the highest scores recorded in the county, it might have been 300 to 400 points higher with comparatively little additional cost.



TOWNSEND SCHOOL

Site. The school site is too small to permit anything approaching adequate play space. To meet this difficulty, space should be added in two directions by purchasing the adjoining lots. Further addition should be made by securing an athletic field diagonally across the street intersection. This land is at present used as stock pastures. It undoubtedly could be secured at a reasonable cost and could be easily adapted for school purposes.

Building. On placement and gross structure, the building scores high. Reference to the detail score will show a low score on internal structure. The basement is well planned, being only three feet below grade and sufficiently well lighted that it might be put to better use than at present. Fairly satisfactory rooms could be arranged for manual training and domestic science, and such action should certainly be taken.

Service systems. On this major item the score is exceedingly low for a new building. This is due both to the inadequacy of certain features and the total absence of others. The heating plant (direct) is too small to heat the building, it being found necessary to dismiss school on cold days. The protection against life or property loss by fire is almost zero. There are no fire extinguishers, no fire hose, and only a wooden fire escape placed in an impossible position offers any hope of escape from the second floor should the stairway, which is directly over the boilers, become blocked.

The fire box and heating equipment is in no way isolated or safeguarded. The joists are exposed to the heat of the boilers and the stairway is so located as to make rapid spread of fire possible.

Although there is electric current in the town, the building is not wired and no means of artificial light is provided. The only water supply is by a well and pump located outside of the building.

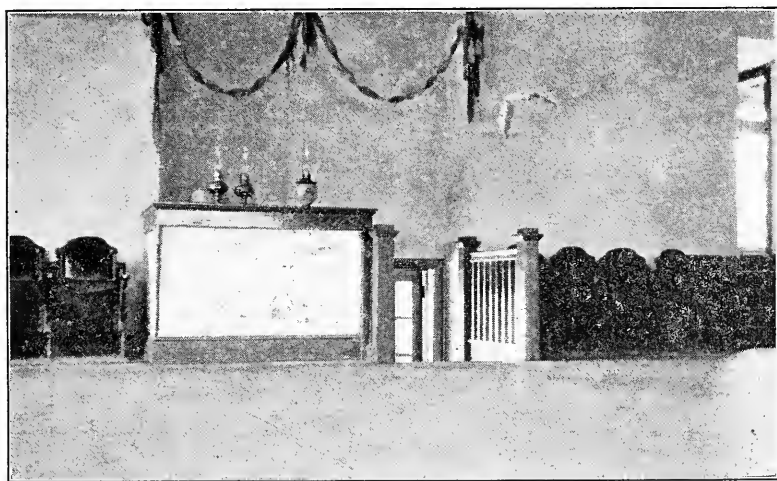
It was a surprise and disappointment to the commission to find that in a building so recently constructed the traditional policy of placing the toilets outside the building had been pursued. Not only were they outside, but no modern or sanitary measures had been taken in their construction to safeguard the community. No vaults have been provided nor have any chemicals been used. This fact is all the more distressing when it is observed that the toilets are but 25 feet from the windows of the class rooms, these same windows being the only means of ventilation in the building.

Class rooms. The class rooms, satisfactory in size and shape, are without closet space and the walls are badly damaged as the result of very poor quality of plastering having been used. No attempt at tinting or decoration has been undertaken. The rooms

are lighted from two sides instead of having the same amount of glass banked on one side.

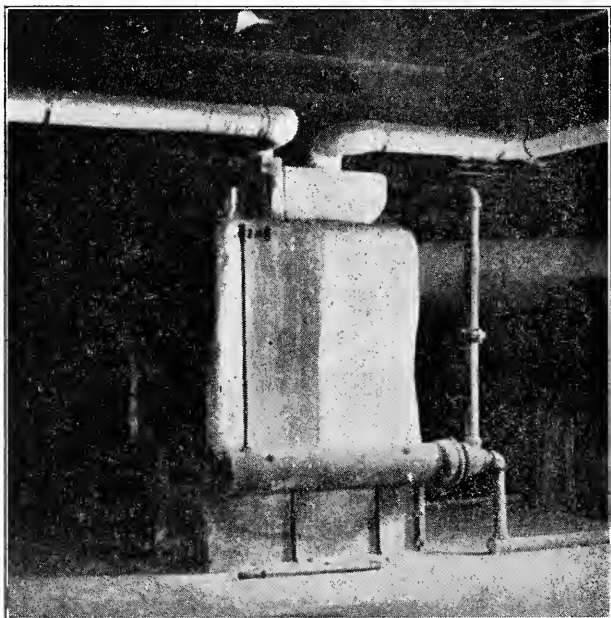
Special rooms. Full credit was given for the auditorium, as it represented an earnest effort on the part of the community to provide a good school and community assembly. The one most serious objection to this room is the absolute inadequacy of the exit. The room will seat comfortably 250 people, and the only means of entrance or exit is by means of a stairway, 39 inches wide, located in the center of one side of the room. A fire or panic in the auditorium would result in the death of a great many people. The auditorium should not be used for any purpose until adequate fire escapes are placed on the building, the same having doors cut to the floor level and provided with panic bolts.

At present the entire basement is used for a play room. As such it serves a good purpose, but by proper partitions it could be made to serve other purposes as well.



THE ONLY EXIT FROM THE AUDITORIUM OF THE
TOWNSEND SCHOOL

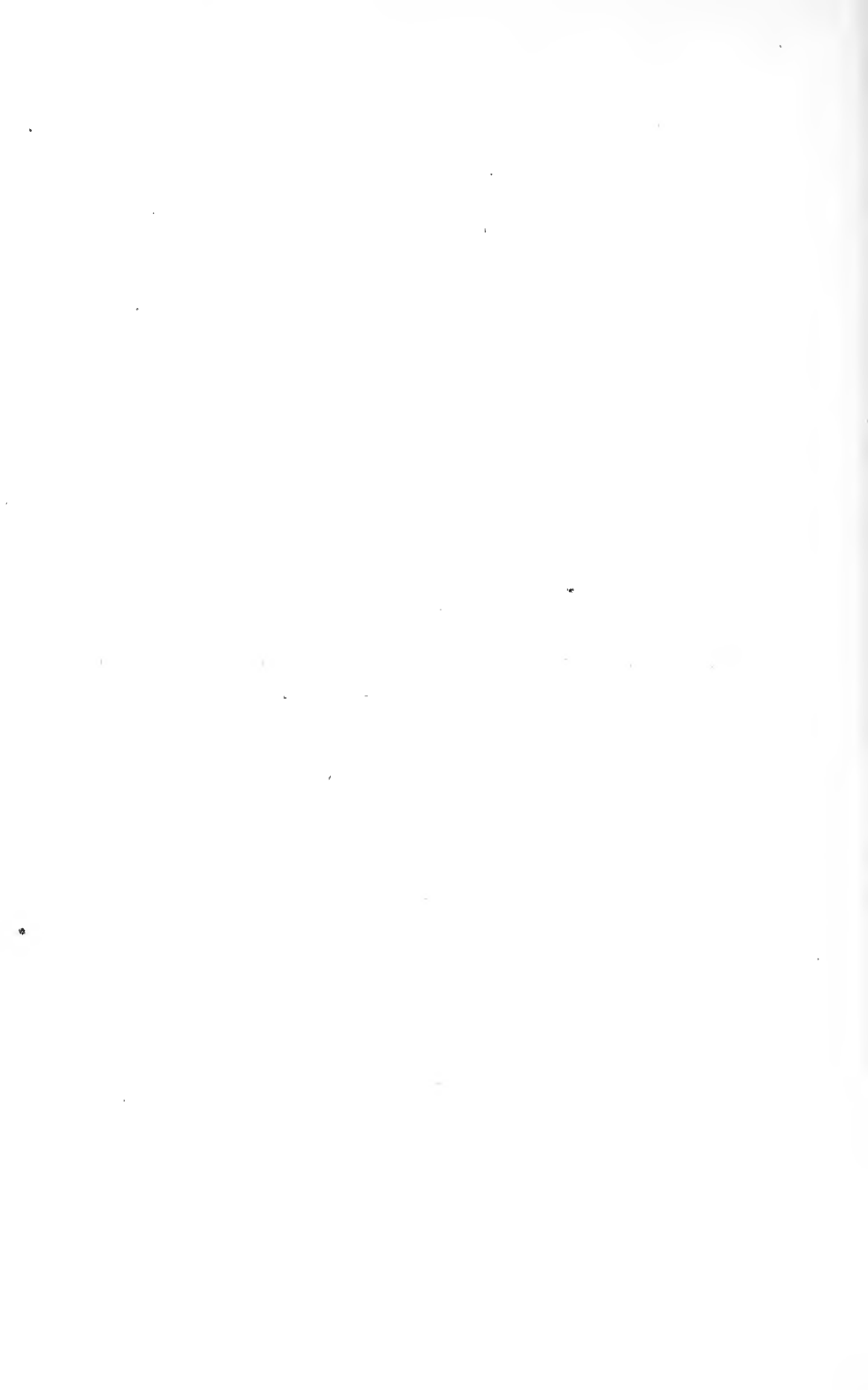
This room, with a seating capacity of 250, is located on the second floor. The exit shown in the picture is 39 inches wide, and through it lies the only means of escape. It was stated locally that it takes from twenty to thirty minutes to empty a "packed hall."



THE HEATING PLANT, SHOWING THE EXPOSED WOODEN
JOISTS DIRECTLY UNDER THE STAIRWAY

*** CHAPTER THREE**

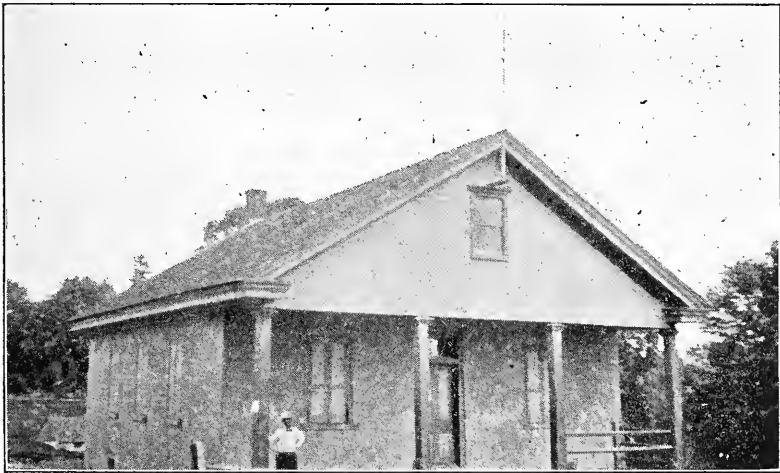
REPRESENTATIVE ONE - ROOM BUILDINGS NEW CASTLE COUNTY



CHAPTER III

REPRESENTATIVE ONE-ROOM BUILDINGS NEW CASTLE COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative one-room buildings of New Castle County.)



CLINTON, DISTRICT NO. 28

	Score	Perfect Score
I. Site	71	160
II. Building	63	200
III. Service Systems.....	50	250
IV. Class Rooms.....	125	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	312	1000

The Clinton School is a one-room, cobble-stone structure, 30x33 feet in dimension, standing on a site 150 feet square. It presents a very unattractive external appearance, looks timeworn and gloomy. The addition of a full-length porch in front of the building and the partitioning off of cloak rooms at the entrance has added materially to the usefulness of the building for school purposes. It is, however, both with respect to site, location and building, impossible of adaptation to modern school requirements and should, therefore, be disposed of for some purpose other than that for which it was long ago constructed.



NORTH STAR, DISTRICT NO. 30

	Score	Possible Score
Site	95	160
Building	79	200
Service Systems.....	43	250
Class Rooms	85	225
Special Rooms.....	1	165
	<hr/>	<hr/>
	303	1000

North Star School is a one-room, brick or stone structure, with outside coat of concrete plaster. It is rectangular in shape and stands on a small plot approximately 60x100 feet in dimension. The building was constructed in 1847, and although the building and grounds evidence considerable interest and attention on the part of the community, it is not possible, because of its type and present condition, for it to be converted by any reasonable amount of alteration into an acceptable schoolhouse.

The building is heated by a coal stove located in the center of the room, is not provided with any means of artificial light or drinking facilities of any kind. The toilets are extremely poor and are located within 15 feet of the windows of the class room. The equipment of the class room is meager and primitive in the extreme. The blackboards, for instance, are made of painted boards, and the windows are placed on three sides of the room.

Obviously, this building should not be continued in use as a school.

STANTON, DISTRICT NO. 38

	Score	Possible Score
Site	71	160
Building	42	200
Service Systems.....	50	250
Class Rooms.....	116	225
Special Rooms.....	1	165
	<hr/>	<hr/>
	280	1000

The Stanton School is an old stone, one-room blockhouse of unknown age. It is approximately 30x27 feet in dimension and located on a site 90x180. The outside of this building conforms very closely to that of a large number of like buildings in New Castle County, but the interior of the building stands out in striking contrast to the exterior and in striking contrast, also, to the interior of the majority of buildings like it. It was a pleasant surprise on entering this building to discover that this old cave of a house had been made into a

bright, cheerful, livable sort of a schoolroom in which one would not feel adverse to having his own child attend school. Through the individual efforts of a heroically courageous teacher of unusual initiative and ability, this class room has been thus converted: the walls were beautifully tinted, bordered and decorated. Good, attractive pictures were on the walls; the floors were clean and well kept; new single desks were provided for every child in the room and a generous amount of equipment of the type possible in this building was at hand. Too much cannot be said in recognition of the kind of energy displayed in making this building come as close to being livable as possible. Such energy should be rewarded by a new and modern school building so located as to bring together enough pupils to make possible the development of an adequate school program.

OGLETON, DISTRICT NO. 42

	Score	Possible Score
I. Site	65	160
II. Building	63	200
III. Service Systems.....	25	250
IV. Class Rooms.....	73	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	229	1000

Ogleton is another of the old, very old, stone blockhouses. It is also located on one of the proverbial triangular sites in the fork of the roads. It possesses no single attribute which justifies its use for housing children. It is dark and depressing on the inside and unsightly from the outside. The toilets are in a very insanitary condition, vilely defaced and located within ten feet of the class room windows, which are the only source of ventilation. It is a crime



OGLETON SCHOOL

against innocent children to enforce compulsory attendance laws where such accommodations are all that the community has to offer.

EIGHT SQUARE, DISTRICT NO. 57

	Score	Possible Score
I. Site	88	160
II. Building	61	200
III. Service Systems.....	38	250
IV. Class Rooms.....	50	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	240	1000

As a monument to a bygone age in education, "Eight Square" is a most interesting type of building. At a time when it was considered essential to one's educational development that he be within easy reach of the master's rod, an octagonal room may have had peculiar advantages, but in the present era, when the angle at which the light falls upon the pupil is regarded as more important than the angle at which the rod falls, Eight Square is out of place as a school building.

The scores indicated above point to a very certain condemnation of the building on every major item of consideration. Reference to the detail score, will show that the environment of the build-



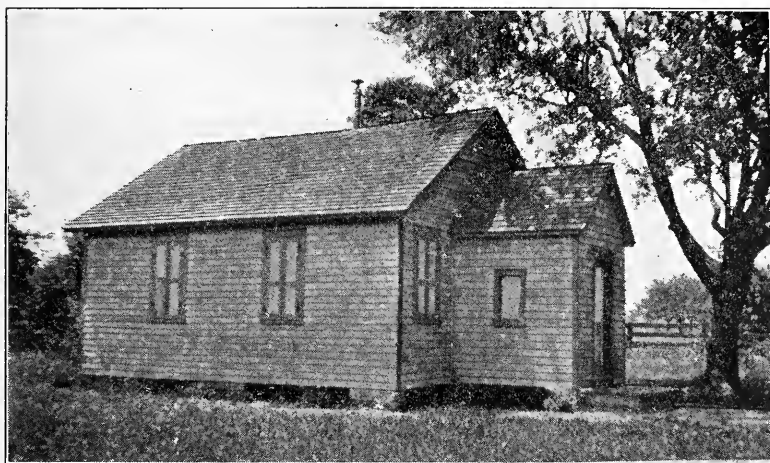
EIGHT SQUARE SCHOOL

ing is the only commendable feature which it possesses. Because of its lighting features alone, if for no other, it should be closed for school purposes.

JAMISON'S CORNER NO. 59

	Score	Possible Score
I. Site	100	160
II. Building	75	200
III. Service Systems.....	40	250
IV. Class Rooms.....	103	225
V. Special Rooms.....	2	165
	<hr/> 320	<hr/> 1000

The slightly higher score of this building is due not so much to the building itself as to the fact that good roads make it accessible and that there is some evidence of effort to improve the environ-



JAMISON'S CORNER SCHOOL

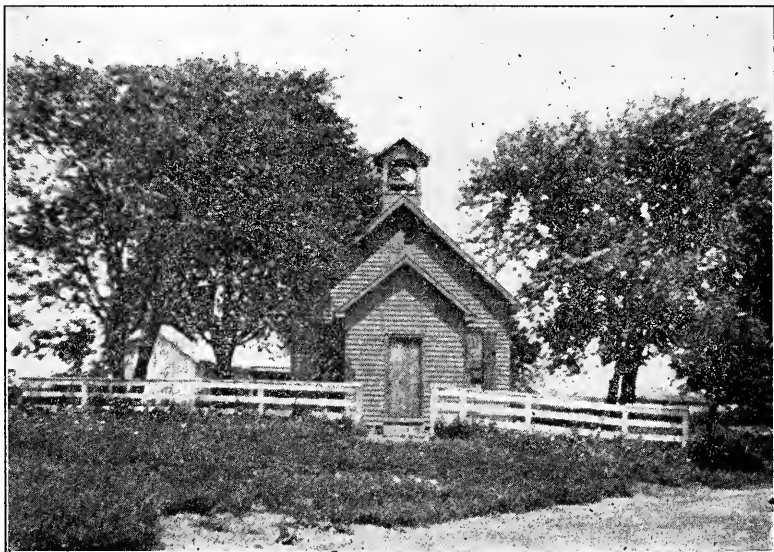
ment. A painted fence in good condition adds much to the general appearance. The building is so small and so nearly square that the problem of heating becomes very serious. As the seats are located and the stove placed, children are compelled to sit within 16 inches of the fire bowl of the coal stove that occupies the center of the room. Twelve new adjustable single seats and an excellent teacher's desk adds to the appearance of the equipment, but the fact that the room is lighted from three sides and that it does not qualify in any major items of consideration condemns its further use.

HICKORY GROVE NO. 64

	Score	Possible Score
I. Site	95	160
II. Building	72	200
III. Service Systems.....	46	250
IV. Class Rooms.....	113	225
V. Special Rooms.....	2	165
	<hr/>	<hr/>
	328	1000

Approaching the Hickory Grove School one passes the Government range light station. Thinking in terms of the service to be ren-

dered by the two institutions, one wonders at the extreme contrast that exists. The lighthouse serves to guide ships aright, giving them their bearings and insuring their successful voyage. The little school has a similar mission in the world, except that the objects of its interest are the children who are to become America's citizens. The buildings and grounds of the lighthouse are most beautifully kept. The buildings are models of artistic beauty. The grounds are gardens



HICKORY GROVE SCHOOL

of flowers, grass and trees. A tall, inspiring flagpole carries an enormous flag—the flag that is supposed to float over a land in which equality of opportunity is the right of all.

Almost in the shadow of this flag stands the Hickory Grove School that scores, in point of adequacy, 328 points out of a possible 1000. No flag floats over it, nor has any provision been made that it might do so. A meager little site, the size of a town lot, offers little opportunity for the recreational needs of the children. The classroom is lighted from three sides and heated by a stove placed in the center of the room



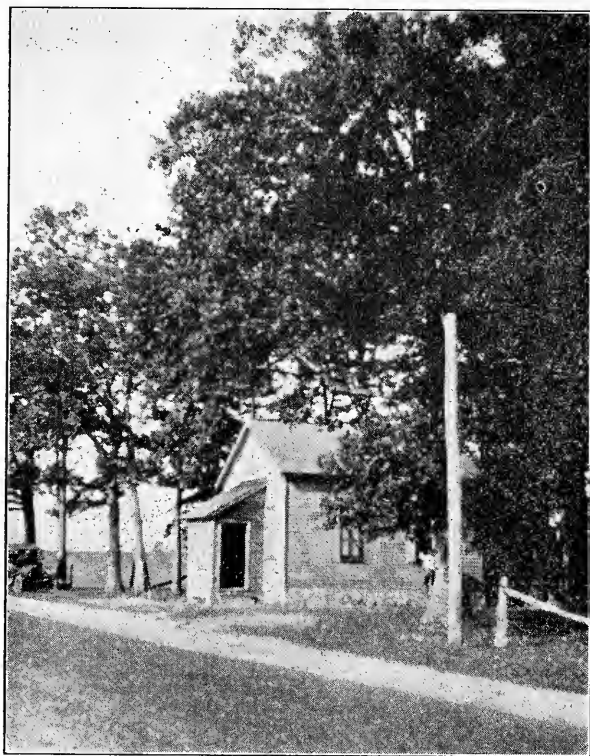
RANGE LIGHT AT HICKORY GROVE SCHOOL

FIELDSBORO, DISTRICT NO. 65

	Score	Possible Score
I. Site	110	160
II. Building	45	200
III. Service Systems.....	21	250
IV. Class Rooms.....	63	225
V. Special Rooms.....	2	165
	<hr/>	<hr/>
	241	1000

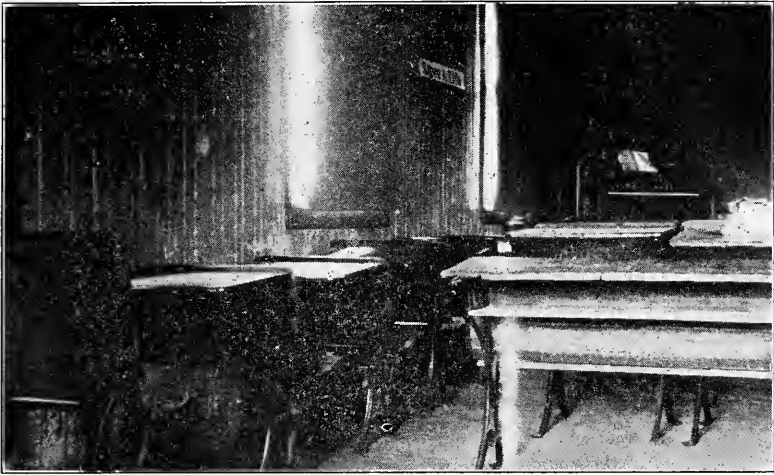
The Fieldsboro School is a rectangular frame building, with vestibule entrance, located on an excellent highway in a beautiful grove of trees. The two latter features are the only commendable

points the building has. The building proper scores but 45 points in 200. The service systems are even lower in score than the very low score set by other buildings of the same general type. The class



FIELDSBORO SCHOOL

room has nothing to recommend its further use. It is lighted from four sides. The blackboards are so poor as to score but 2 points out of 15 and the seats and desks but 2 in 30. The building should be closed and the children transported to a better building.



BLACKBIRD, DISTRICT NO. 69

	Score	Possible Score
I. Site	55	160
II. Building	51	200
III. Service Systems.....	15	250
IV. Class Rooms.....	65	225
V. Special Rooms.....	1	165
	<hr/> 188	<hr/> 1000

Site. Unattractive, unimproved and unkept. Approximately 100 feet square, it is too small for any profitable use.

Building. Small, very old and in a deplorable state of repair.

Service systems. An attempt to heat the building is made by means of a small stove located in the center of the room. The open cracks in the doors, windows and walls make this impossible to such a degree that in cold weather school has to be dismissed. The building is in a filthy dirty condition. There is no clock in the building and a water pail is all the evidence of a water supply system. One toilet was without a toilet seat. The scholars had made use of the floor of the toilet room and the fuel shed for toilet purposes.

Class room. Seatings, if the carved and mutilated double

benches can be rated as seatings, are provided for 45 children in a room 18x27. In order to get this number of seats in it has been necessary to place the seats squarely against the walls on both sides of the room. This arrangement precludes the possibility of side aisles or the use of the side walls for blackboard space. The accompanying picture shows the lighting conditions which the children so seated are compelled to suffer. The survey commission wishes to place special emphasis upon the recommendation that this building be closed.



SHELLPOT NO. 73

	Score	Possible Score
I. Site	85	160
II. Building	87	200
III. Service Systems.....	66	250
IV. Class Rooms.....	93	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	334	1000

This building is a one-story, two-room structure, approximately 20x50 feet in dimensions, located on a triangular site in a fork of the road. It is a stone building, constructed in 1798. In the construction of the building, undoubtedly permanency was given much more serious consideration than any of the elements which enter into a school building. Upon this point one is compelled to say that the early settlers built entirely too well. Had the building been less substantially made it might have tumbled down something more than half a century ago and given place to a structure conceived in the light of educational demands of a more significant character.

The most commendable feature of the Shellpot School is the very conspicuous evidence of the fact that the community has endeavored to make the very best of a very bad situation. Improved types of heaters have been installed in both class rooms, and the entire building and surroundings have been made as attractive and comfortable as possible. New single seats have been installed in the class rooms and everything about the building is neat and tidy in appearance. It is unfortunate that so much energy and effort have been directed upon this old, impossible building. It seems entirely reasonable, however, that the spirit evidenced in connection with this building will, under the circumstances which now exist in the State of Delaware, lead to the consolidation of this district with neighboring districts and the construction of a large, new, progressive and efficient school plant.

MILL LANE, DISTRICT NO. 92

	Score	Possible Score
I. Site	82	160
II. Building	54	200
III. Service Systems.....	36	250
IV. Class Rooms.....	70	225
V. Special Rooms.....	2	165
	—	—
	244	1000

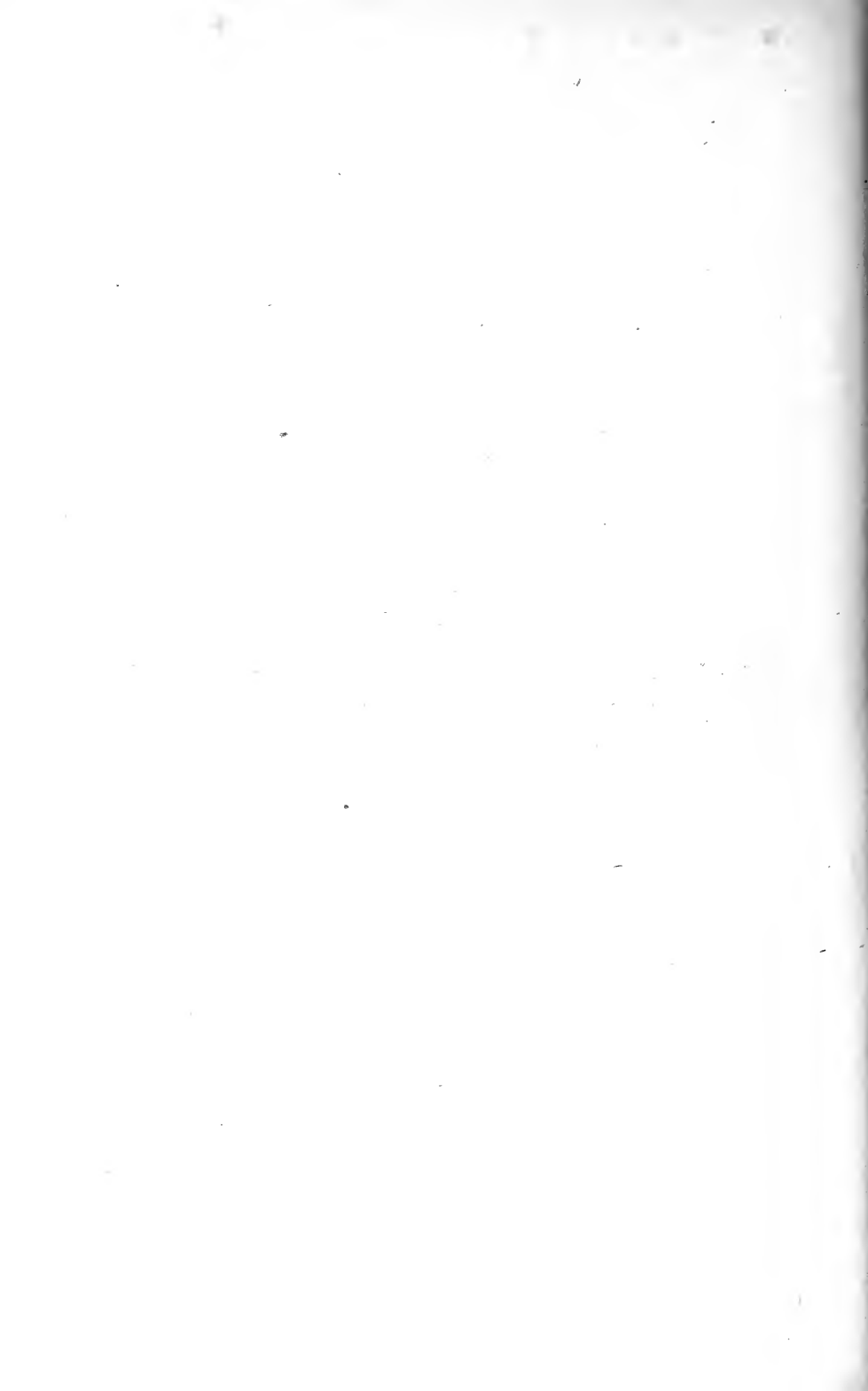
The Mill Lane building is 18 feet square, seating 16 pupils, and located on a little triangular plot of land in the fork of the road. It does not fly the American flag. It is heated by a stove in the center



MILL LANE SCHOOL

of the room; makes no provision for drinking and washing. The toilet facilities are of the poorest type and in bad condition. The room is lighted from four sides.

CHAPTER FOUR
REPRESENTATIVE TWO-ROOM BUILDINGS
NEW CASTLE COUNTY



CHAPTER IV

REPRESENTATIVE TWO-ROOM BUILDINGS NEW CASTLE COUNTY

[The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative two-room buildings of New Castle County.]



SHARPLEY, DISTRICT NO. 7

	Score	Possible Score
I. Site	113	160
II. Building	138	200
III. Service Systems.....	54	250
IV. Class Rooms.....	125	225
V. Special Rooms.....	3	165
	<hr/> 433	<hr/> 1000

The Sharpley School is a two-room, one-story brick building on a stone foundation that was constructed in 1915. It is approximately 27x46 in dimension, located on a site 90x150. The site, although entirely too small, is made attractive by the large number of beautiful shade trees.

The building proper is in good condition, attractive in appearance, but poorly designed when considered in the light of a school building. The building is heated by indirect steam heating system, with heating plant located in the basement. The heating plant is not isolated or inclosed so as to safeguard the building or the pupils therein against fire risks. Although comparatively new, the building at the time of the survey was extremely dirty and evidenced very little attention. The only water supply is a well located in a well house on the school grounds. At the time the building was visited this well house was also in a filthy, dirty condition. The toilets are of the outside type, built of brick with vault, but have evidently not been cleaned out in recent months.

Class rooms are approximately standard in size, but not arranged to best advantage. The glass area is sufficient, but the window placement is extremely bad, the light being admitted from three sides. Desks and other equipment are of slightly better quality and in better condition than buildings of corresponding type in the State.

Under the proposed plan of consolidation, it seems advisable that this building be disposed of and the children that normally attend here be transported to a consolidation center in the vicinity of Tallyville. The roads and number of pupils to be accommodated in such a center make the problem comparatively simple and entirely practicable.



ROCKLAND, DISTRICT NO. 8

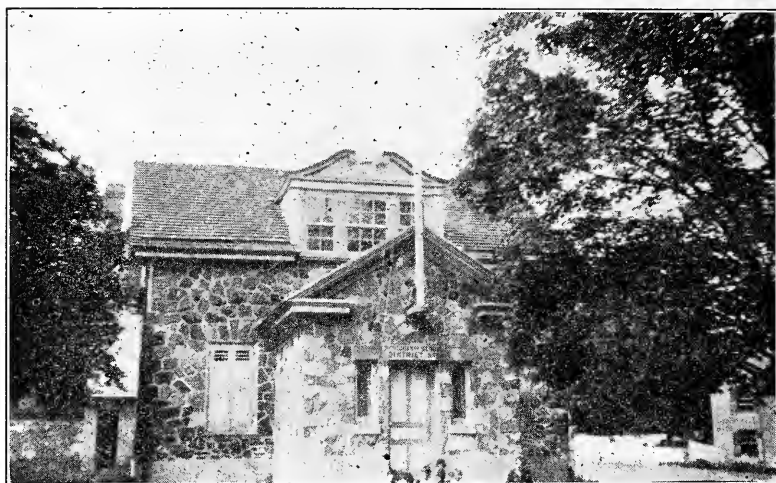
	Score	Possible Score
I. Site	110	160
II. Building	93	200
III. Service Systems.....	53	250
IV. Class Rooms.....	107	225
V. Special Rooms.....	3	165
	<hr/> 366	<hr/> 1000

This building is a two-room, one-story, stone structure, erected in 1831. Considering its age, it is in a fair state of repair and evidences a very commendable spirit on the part of the community to make of it the best possible school accommodations. The building and grounds are neat, clean and, in so far as possible, attractive. The site, triangular in shape and ill-adapted to recreational needs, is nevertheless pleasing in general effect, due to the large shade trees that surround the building.

Provision for the health and comfort of the children attending this building are of the meagerest possible type and cannot be made adequate in this building.

In the light of the new educational program in the State of

Delaware, this building should be abandoned for school purposes, and the children heretofore attending this school should be transported to the proposed large consolidation near Tallyville.



MONTCHANIN, DISTRICT NO. 24

	Score	Possible Score
I. Site	83	160
II. Building	110	200
III. Service Systems.....	83	250
IV. Class Rooms.....	92	225
V. Special Rooms.....	4	165
	<hr/>	<hr/>
	372	1000

This is a new, two-room, two-story, stone building. It is very attractive in external appearance, located on a little triangular plot of ground approximately 150x200 feet, lying between the main stone highway and the railroad. The site is very poorly chosen, impossible of extension or improvement to meet school needs; and the

building except for its attractive exterior, offers absolutely no evidence of any knowledge of schoolhouse construction. It is unfortunate that a community should have so recently invested good money in a building which is so poorly adapted to a purpose for which it was intended.

The heating system of the building is of good type. The rooms are clean, well-kept, and drinking water is supplied from a well located on the school grounds. The toilets, though of the outside type, are in better condition and generally more acceptable than those commonly found in the State of Delaware.

The class room lighting is the most serious charge to be brought against this building, pupils receiving light from four sides—right, left, front and rear. The glass area in the room on the second floor is very low, and the windows are of the boxed-in dormer type, admitting very little light into the class room.

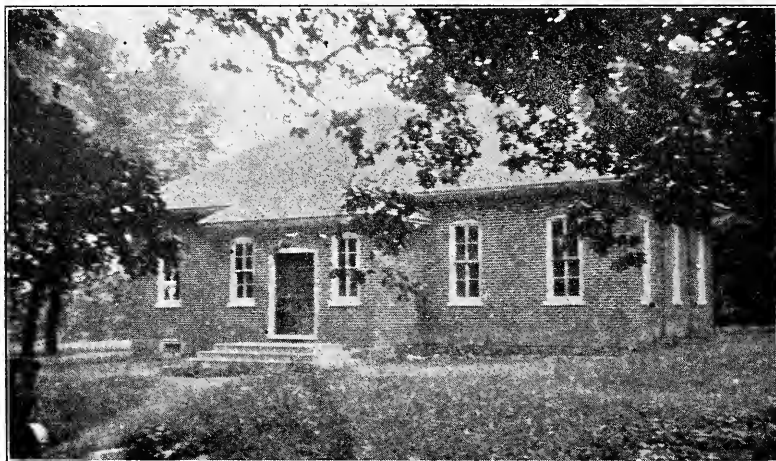
Regardless of the fact that this building is new and represents a substantial investment on the part of the community, it should be disposed of, possibly for residential purposes, and the children of the community housed in a new, modern school structure.

BRANDYWINE SPRINGS, DISTRICT NO. 33

	Score	Possible Score
I. Site	74	160
II. Building	131	200
III. Service Systems.....	86	250
IV. Class Rooms.....	146	225
V. Special Rooms.....	4	165
	<hr/> 449	<hr/> 1000

This is a new one-story, two-room, brick building, located on a somewhat larger triangular site than is commonly allotted to rural school buildings in the State of Delaware. The site is joined on one side and in the rear by dense woods and has not been improved or developed for recreational purposes in any way. The building is, however, in good condition and possesses the possibilities of being

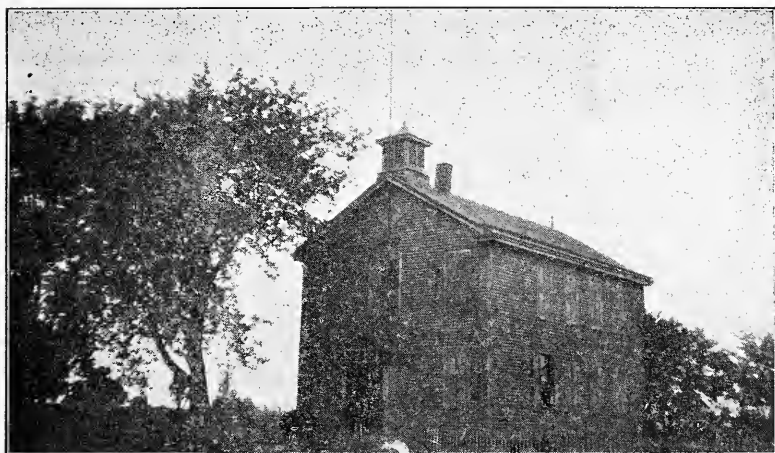
made into an excellent two-teacher, six-year school. In order for this building to meet the standards required for such a school, and in order for its score to be made acceptable, it will be necessary for the present site to be materially extended, developed and improved. Playground and recreational apparatus should be installed; the outdoor toilets should be done away with, and space be provided inside for water-flush or chemical toilets.



BRANDYWINE SPRINGS SCHOOL

A direct steam-heating system has already been installed in this building, and with the addition of adequate artificial light and a water supply system, together with the proposed inside toilets, the score on service systems would approach a satisfactory minimum.

The class rooms, although better in many respects than those found in the older buildings, still do not recognize the importance of the best light—the light now being admitted from three sides. This error should be corrected if the building is to be continued in service.



ST. GEORGE'S, DISTRICT NO. 53

	Score	Possible Score
I. Site	95	160
II. Building	55	200
III. Service Systems.....	51	250
IV. Class Rooms.....	153	225
V. Special Rooms.....	4	165
	<hr/> 358	<hr/> 1000

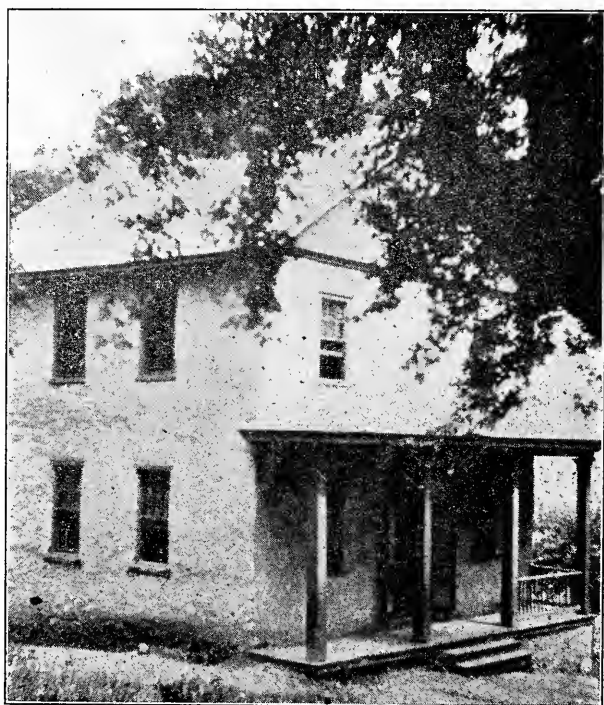
The St. George's School is a very old, two-room, two-story, frame structure, with tin roof and brick foundation, located on a site approximately 180x120 feet. The site is too small to meet the needs of this rather large group of children, and because of adjoining village residences; the site is difficult of adequate expansion.

The building is heated by stoves, and supplies little or nothing beyond the most meager facilities to provide for the physical comfort of the children.

Class rooms are poor, and except for the new double seats supplied in the upstairs room and the good quality blackboards, the class rooms have little more to offer than the service systems.

It is not consistent with the modern educational policy that the children of this community be housed continuously in a building

which provides nothing more than is possible in this structure. It should, therefore, be disposed of and a plant adequate to the needs of the community and large enough to justify a complete educational-recreational program supplied.



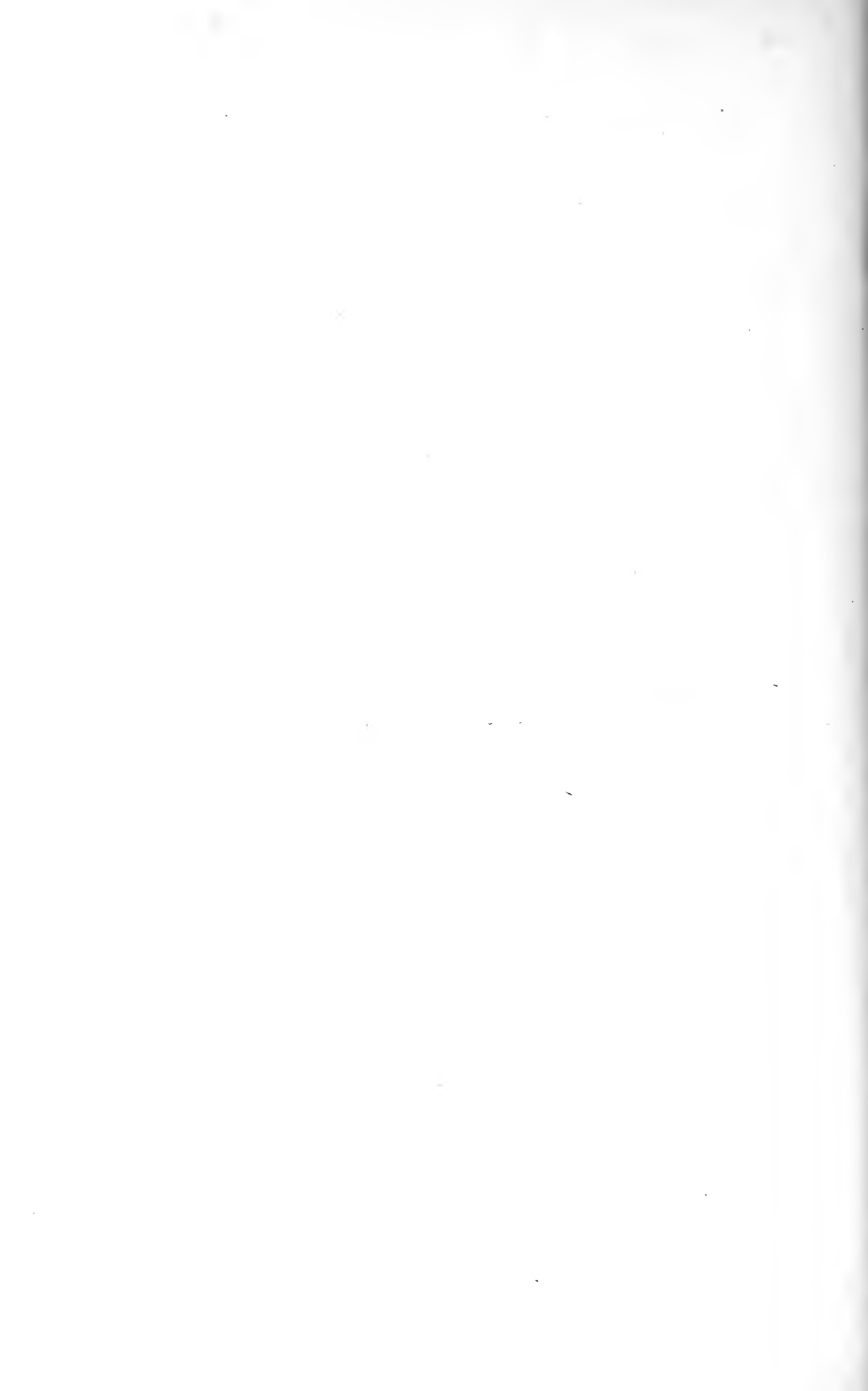
YORKLYN, NO. 91

	Score	Possible Score
I. Site	78	160
II. Building	83	200
III. Service Systems.....	71	250
IV. Class Rooms.....	129	225
V. Special Rooms.....	10	165
	<hr/>	<hr/>
	371	1000

The Yorklyn School is housed in a very old two-room, two-story brick and plaster structure located on the side of a steep hill and surrounded by many large, beautiful old trees. More by way of commendation can be said of the trees than of any other part of the school plant. The site, because of its location on the side of a hill, is impossible of use in the development of a recreational and educational program. The building was constructed long before any notion of educational standards in building construction had been developed. In the light of this fact, the building is entirely inadequate for modern needs, and as a school building it should be closed. The building does, however, have to its credit a system of direct heating and an inside water supply system, with drinking fountain, has been installed. The toilets are located on the high ground above the building, but some measure of protection has been taken by the construction of fairly adequate toilet vaults. The Yorklyn district cannot afford, from an educational point of view, not to seriously consider the consolidation of their district with that of Hockessin and two or possibly three other neighboring districts, for the purpose of constructing a large educational center at some point conveniently located with respect to the districts concerned.



CHAPTER FIVE
REPRESENTATIVE ONE-ROOM BUILDINGS
KENT COUNTY

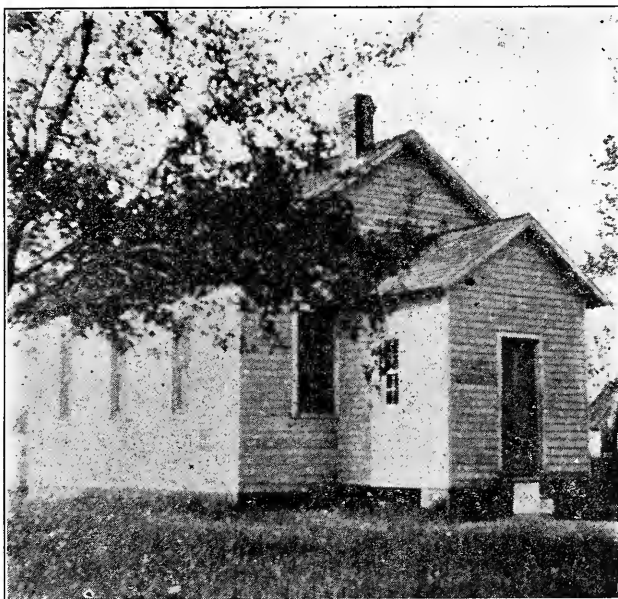


CHAPTER V

REPRESENTATIVE ONE-ROOM BUILDINGS

KENT COUNTY

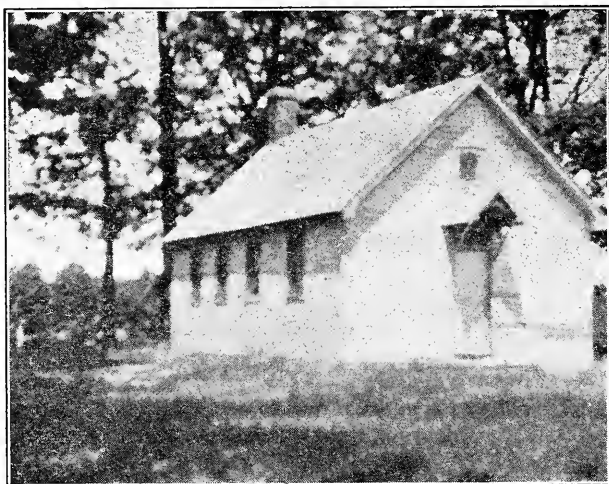
(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative one-room buildings of Kent County.)



BLACKISTONS NO. I

	Score	Perfect Score
I. Site	75	160
II. Building	67	200
III. Service Systems.....	67	250
IV. Class Rooms.....	87	225
V. Special Rooms.....	2	165
	<hr/> 291	<hr/> 1000

This school building is a one-story frame structure that was built in 1881. It may have answered the demands of education at that time, but recent years have seen rapid progress in the requirements upon rural school buildings. It is, therefore, imperative that if the district of Blackistons is to keep pace with educational progress it is necessary for it to abandon this building and construct a new one. The service systems and equipment are in keeping with the rest of the building and should be cast aside at the same time as the rest of the building.



FAIR VIEW NO. 15

	Score	Perfect Score
I. Site	95	160
II. Building	54	200
III. Service Systems.....	63	250
IV. Class Rooms.....	82	225
V. Special Rooms.....	0	165
	<hr/>	<hr/>
	296	1000

This building is a one-room, rectangular frame structure, located on a site 100x150 feet in a beautiful grove of oak trees, surrounded by open fields. The site, except for size, is the most commendable feature of the plant. Little attention has been given to the comforts and the physical needs of the children, and the class room is extremely poor. As typical evidence of this neglect it was noted by the Commission that the only blackboard area in the class room was placed in the rear of the room. Similar lack of foresight and knowledge of educational needs is evidenced throughout the plant. Should this location be agreed upon as the logical one for a school building, the present site should be extended to include a number of acres of the adjoining fields and the grove preserved as a school park and a community ground.

SANDTOWN NO. 23

	Score	Perfect Score
I. Site	44	160
II. Building	73	200
III. Service Systems.....	70	250
IV. Class Rooms.....	71	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	261	1000

The Sandtown School is a one-room, frame structure, 18x28 feet, in fairly good condition, located on a site almost surrounded by dense woods. The location of the building on a shell road adds much to its accessibility, but the nature of its surroundings makes the extension of the present site undesirable. The building itself cannot be altered to provide amply for a modern educational program, and at the earliest possible date should be turned to some other



SANDTOWN SCHOOL

account and a new building constructed on modern lines at some more desirable place.

PETERSBURG NO. 24

	Score	Perfect Score
I. Site	88	160
II. Building	90	200
III. Service Systems	82	250
IV. Class Rooms	100	225
V. Special Rooms	3	165
	<hr/>	<hr/>
	363	1000

The Petersburg School is a comparatively new frame building with a well arranged vestibule, double entrance and concrete steps and walk. The building is in excellent repair, well painted, and the grounds are made as attractive as their size and form will permit. The site is, however, most unfortunately chosen, being, as it is, a



PETERSBURG SCHOOL

long thin triangle, with a base of fifty feet and length of approximately 300 feet. A neatly constructed well house with concrete base and drainage, with a new pump, placed conveniently near the entrance, adds much to the service and appearance of the building. The outhouses are in good repair and well kept. The classroom, which is too small, being 22x22, is poorly shaped and not well adapted to the purposes for which it is intended. The wooden

blackboards are a distinct contrast to the evident interest taken in the external appearance of the building. The glass area is slightly below standard, and the light is admitted from two sides of the room, which is contrary to the best lighting practice of today. The children of the community are entitled to the services of a building which will meet more satisfactorily their educational needs.

PINE GROVE NO. 44

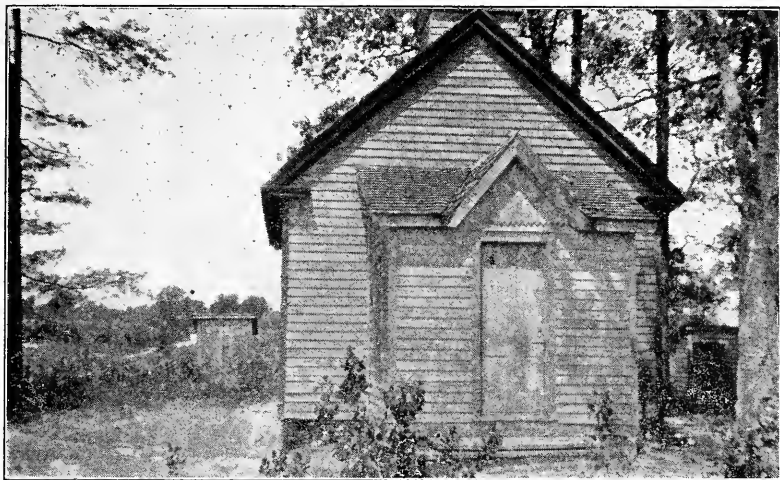
	Score	Perfect Score
I. Site	61	160
II. Building	55	200
III. Service Systems	25	250
IV. Class Rooms	85	225
V. Special Rooms	3	165
	<hr/> 229	<hr/> 1000

The old hand-made seats to be found in Pine Grove School are extremely unique. Much of the furniture in this building is of the type that could be found in a school a century ago. The irregular plot of ground, the flagpole without a rope and the building equipment limiting children in their educational opportunities merely indicate a type of school situation which should be eliminated from Delaware as rapidly as possible.

CEDAR GROVE NO. 62

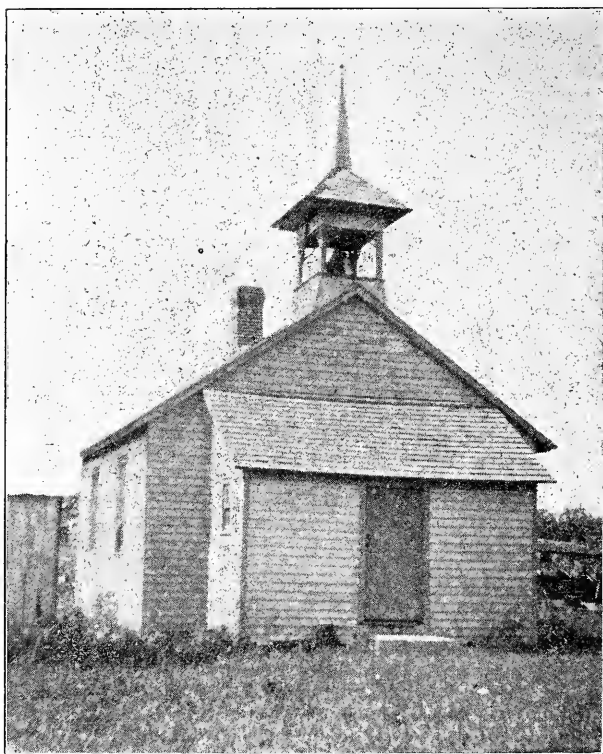
	Score	Perfect Score
I. Site	26	160
II. Building	35	200
III. Service Systems	36	250
IV. Class Rooms	79	225
V. Special Rooms	0	165
	<hr/> 176	<hr/> 1000

The site selected for this school is even more undesirable than the common run of undesirable sites in the county. It has about every undesirable feature possible. It is surrounded on two sides by low, swampy ground, is triangular in shape, and standing, as it does, on a little knoll, it has been washed so that there is no part of the surface that is not covered with deep gullies. It is obvious,



CEDAR GROVE SCHOOL

therefore, that there is no space anywhere except upon the road which passes by, in which children can play. The building is extremely old and in very bad condition. Little financial loss will be entailed in the complete abandonment of the entire plant. It will be noted from the detailed score on this building that it ranks among the lowest in the entire county. One of the toilets at this school, which apparently has not been cleaned out in years and which in consequence is extremely foul smelling, stands within fifteen feet of the windows of the classroom. This, together with the fact that the only provision for ventilation is through the windows of the building makes it a matter of very grave concern to the comfort and health of the children housed within.



WESTVILLE NO. 69

	Score	Perfect Score
I. Site	55	160
II. Building	48	200
III. Service Systems	66	250
IV. Class Rooms	77	225
V. Special Rooms	2	165
	<hr/> 248	<hr/> 1000

The Westville school is a little one-room, frame building, 18x18, located on a rectangular site 100x150 feet. The building, which is not old, is in a fair state of repair, and in so far as possible, an effort has been made to adapt it to, what in the past, has been

regarded as adequate school needs. The very size, however, of the building condemns it as a school building, and as such it should be abandoned at once. The light area of the class room is low and poorly placed, there being but four windows, two on either side of the room.

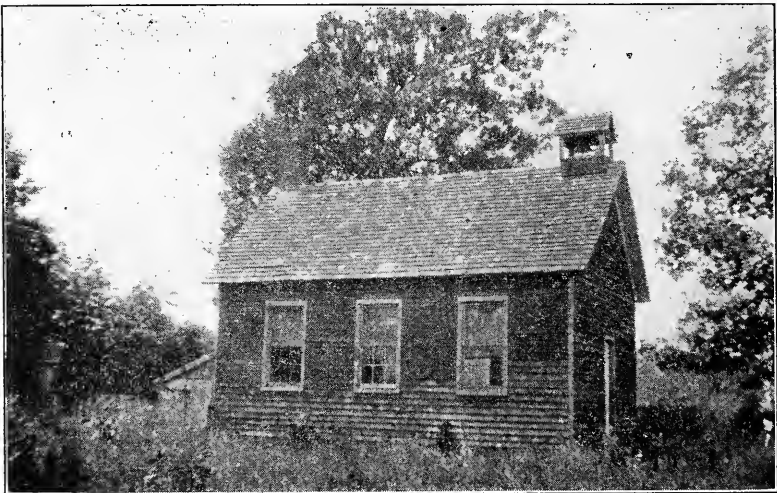


HOLLANDSVILLE NO. 87

	Score	Perfect Score
I. Site	45	160
II. Building	47	200
III. Service Systems	66	250
IV. Class Rooms	72	225
V. Special Rooms	1	160
	<hr/> 231	<hr/> 1000

The Hollandsville school is of the typical, rectangular, frame building type. It has a vestibule and protected entrance. The building is old and in very bad physical condition throughout. The entire situation at this building, from site to special rooms, is such

as to justify the urgent recommendation that the citizens of this community take immediate steps to provide an adequate school plant for the education of their children. No single feature of the building approaches a satisfactory standard.

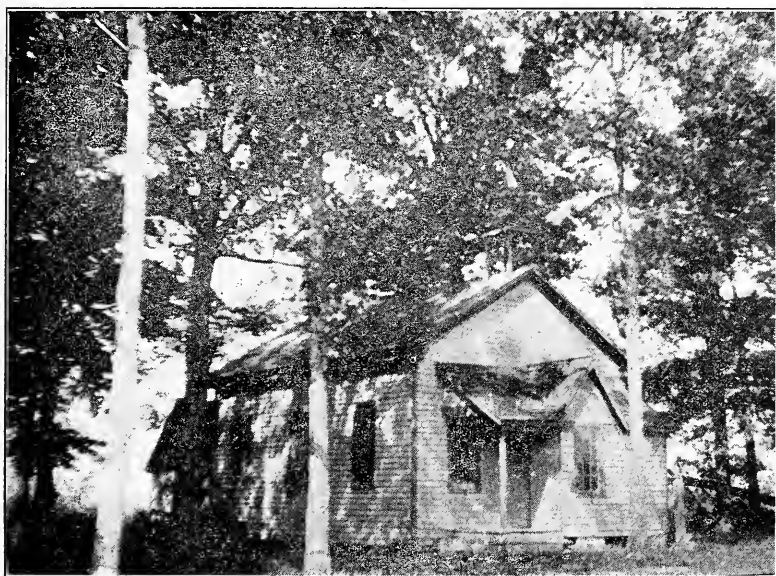


POTASH NO. 100

	Score	Perfect Score
I. Site	31	160
II. Building	52	200
III. Service Systems	59	250
IV. Class Rooms	75	225
V. Special Rooms	1	165
	<hr/>	<hr/>
	218	1000

This building would delight the soul of the spread-eagle senator who would rise to dizzy heights of oratory in reciting to his constituents the blessings of the "Little, old, red schoolhouse in the lane." It answers the description of that traditional institution in

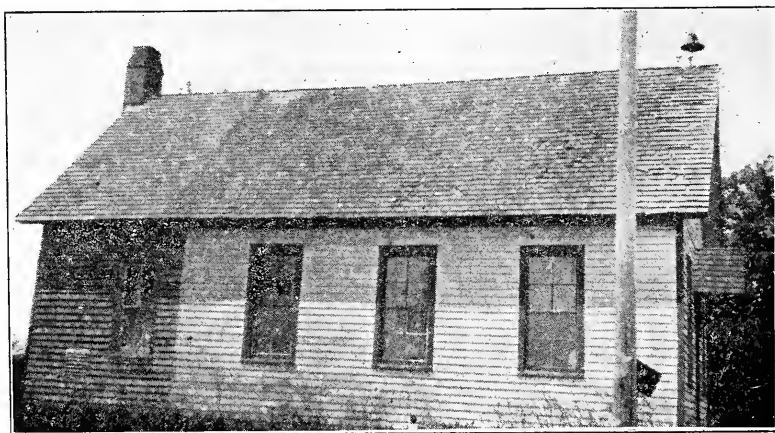
every detail except that a modern heater has been installed. It is located in a dense woods and all of the little tract of land which at one time was cleared for the school building has grown up in dense briar and small underbrush. Aside from exciting the type of oratory above mentioned the schoolhouse of this type does not serve adequately any of the purposes for which modern school buildings are erected. It should be abandoned at once and the children transported to more suitable quarters.



FOREST LANE NO. 104

	Score	Perfect Score
I. Site	70	160
II. Building	60	200
III. Service Systems	46	250
IV. Class Rooms	70	225
V. Special Rooms	2	165
	<hr/> 248	<hr/> 1000

The only commendable feature of this building is the beautiful grove of trees in which the building stands. This feature would be extremely desirable were the site extended to include the cleared space upon which recreational activities of the school children might be had. In the present situation, however, there is little room for games of any sort. The building is heated by a box wood stove, and all of the equipment and facilities in and about the building evidence the most abject poverty conceivable. In the opinion of the Survey Commission there is no justification in compelling children, under penalty of the law, to attend a school building which provides nothing more than is found in this building. It should be abandoned for school purposes.



MARYDEL NO. 115

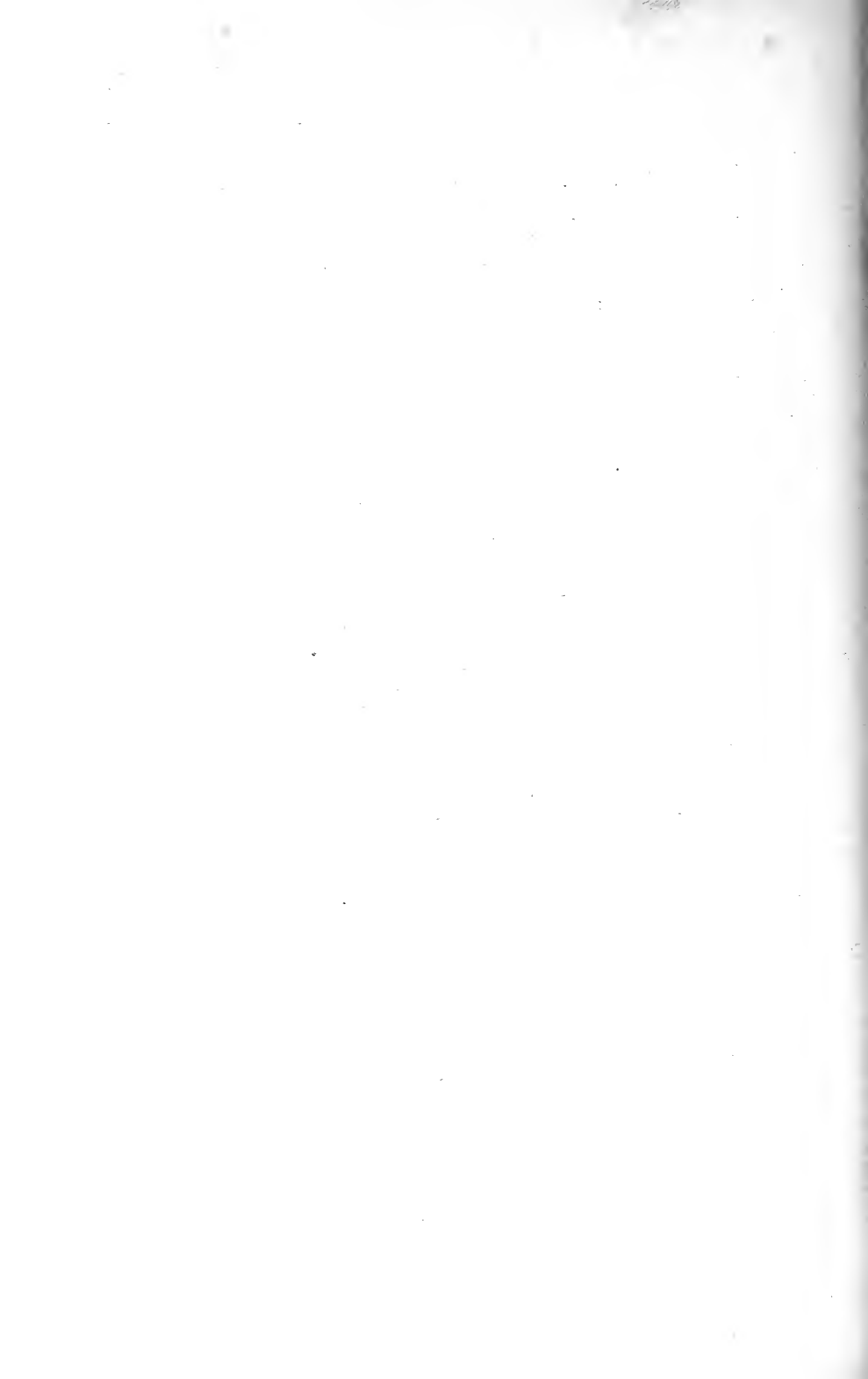
	Score	Perfect Score
I. Site	62	160
II. Building	74	200
III. Service Systems	73	250
IV. Class Rooms	105	225
V. Special Rooms	3	165
	<hr/> 317	<hr/> 1000

The Marydel school is a rectangular, one-room, frame building, 18x33, located on a site 60x100. The site is located on the top of a knoll which slopes off abruptly into marshy ground in three directions, thus making it impossible of extension or adaptation to school needs. The building is very old and in poor state of repair. The class room is slightly better than that in other buildings of its general type, but scores only 105 out of 225 points. Building and site should be abandoned for school purposes.

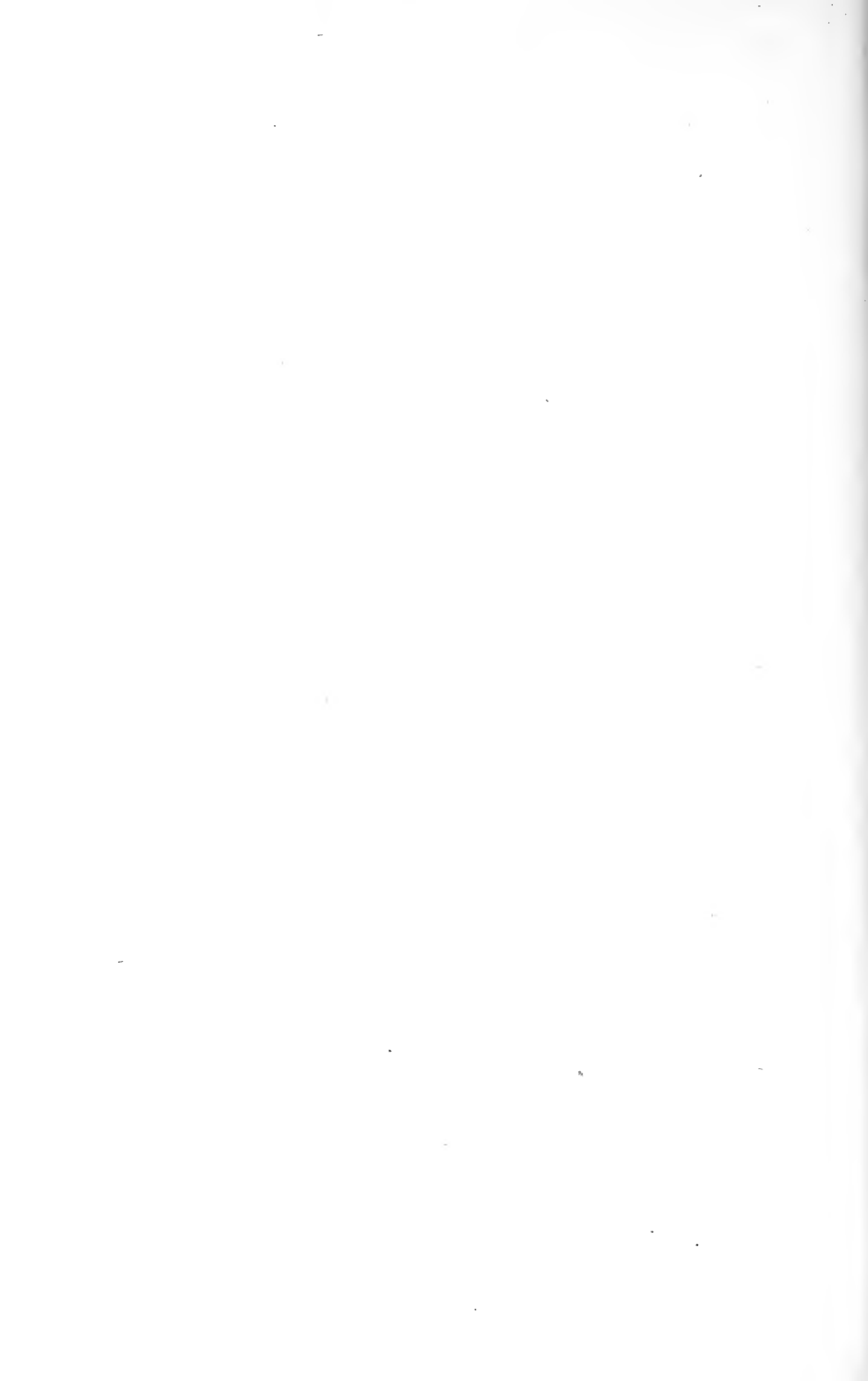
PLEASANT HILL NO. 129

	Score	Perfect Score
I. Site	92	160
II. Building	77	200
III. Service Systems	65	250
IV. Class Rooms	63	225
V. Special Rooms	5	165
	<hr/> 302	<hr/> 1000

The Pleasant Hill structure was erected, according to the date appearing on the building, in 1884. It is the type of building that one might expect to find bearing that date. It is in no sense a modern school structure. There is no evidence of any activity being engaged in by the pupils outside of the formal school work. The flagstaff lacks its halyards, the outhouses and fuel house are in only fair condition, and the playground is irregular in shape and of such a nature that most group games are impossible. Within a distance of approximately a mile from the school one finds Barrett's Chapel graveyard, a model from the standpoint of appearance and upkeep. The contrast between the home for the living and the abode for the dead is indeed marked, and is a reflection upon the community spirit of this section.



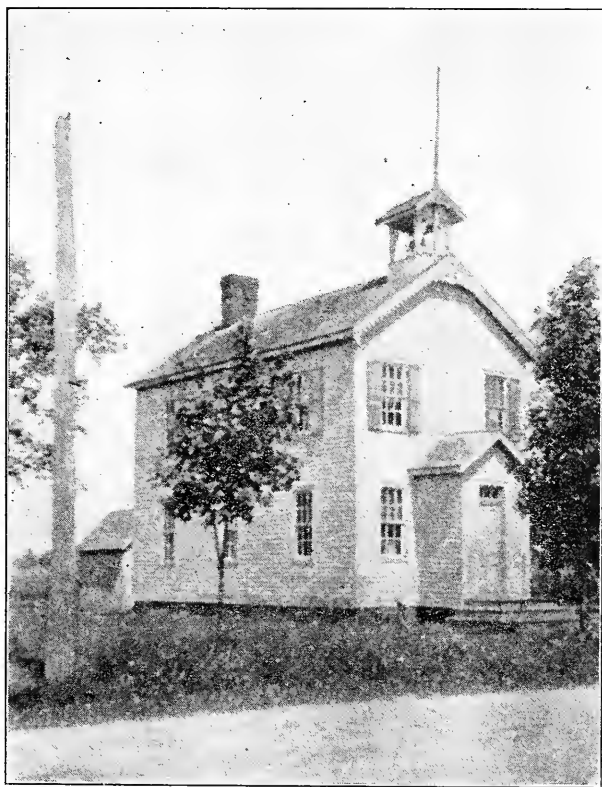
CHAPTER SIX
REPRESENTATIVE TWO-ROOM BUILDINGS
KENT COUNTY



CHAPTER VI

**REPRESENTATIVE TWO-ROOM BUILDINGS
KENT COUNTY**

[The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative two-room buildings of Kent County.]



HARTLY SCHOOL

HARTLY NO. 96, 133½

	Score	Perfect Score
I. Site	90	160
II. Building	60	200
III. Service Systems	60	250
IV. Class Rooms	100	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	310	1000

The Hartly School is housed in a very old two-story, two-room, frame building, in poor condition. The building is located on a very undesirable, unattractive site. The improved type of heater, thirty-eight new single seats and the good pictures which have been secured for the building represent its only commendable features. The number of children in attendance at this school would seem to justify the recommendation that a more adequate provision be made for a modern educational program.

CANTERBURY NO. 26

	Score	Perfect Score
I. Site	135	160
II. Building	79	200
III. Service Systems	60	250
IV. Class Rooms	95	225
V. Special Rooms	5	165
	<hr/>	<hr/>
	374	1000

This two-story, two-room structure is located on an open rectangular lot which can be used for play purposes. The interior of the building would be a disgrace to any community. Plaster has been broken from the walls in many places; blackboards have been

torn down; furniture roughly treated, and the roof has leaked in places. Apparently no respect is paid to public school buildings by



CANTERBURY SCHOOL

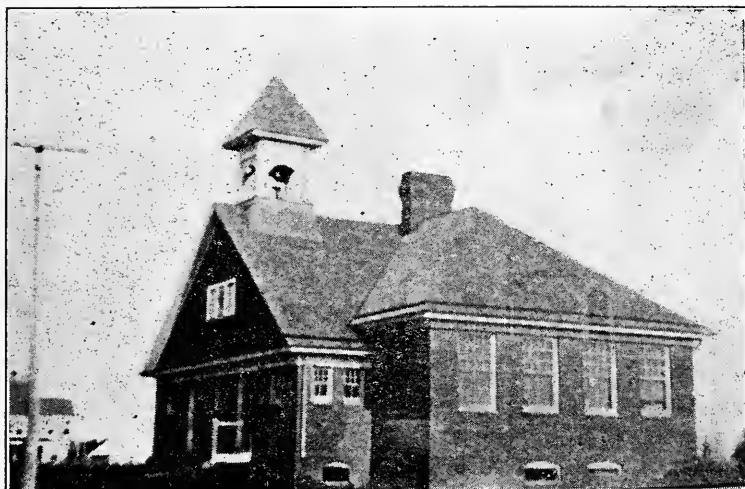
the school children of this community, and probably this building with its equipment and cheap construction is entitled to little respect. The building has no attractive feature about it.



BETHESDA NO. 46

	Score	Perfect Score
I. Site	80	160
II. Building	67	200
III. Service Systems	39	250
IV. Class Rooms	105	225
V. Special Rooms	4	165
	<hr/> 295	<hr/> 1000

This is a two-room, one-story, frame building, located on a triangular site, the base of which is 100 feet, and the length of which is approximately 200 feet. The building is very old and poorly preserved. It offers the absolutely minimum of room space, and the service systems are of the lowest type which will permit of the assembling of children in groups. The class rooms are inadequately equipped, and the lighting arrangements are especially bad, one room being lighted from three sides. The fuel room, which from an educational point of view is perhaps the least essential, is the best feature of the building.



VIOLA NO. 112

	Score	Perfect Score
I. Site	86	160
II. Building	117	200
III. Service Systems	91	250
IV. Class Rooms	132	225
V. Special Rooms	2	165
	<hr/> 428	<hr/> 1000

The Viola School is a one-story, two-room, brick building, constructed in 1910. In external appearance it expresses the desire on the part of the local community to provide a building adequate to their educational needs. Citizens who have taken pride in this building will no doubt be disappointed at the low score above. The only explanation that can be given for this score is the fact that poor judgment was used in drawing the plans. The interior of the building is sufficient proof that the architect knew absolutely nothing of modern educational demands upon a school plant, and in the construction of the building planned little beyond the traditional equipment. The school site of one acre is somewhat larger than most of the sites encountered in the State, but is far short of the

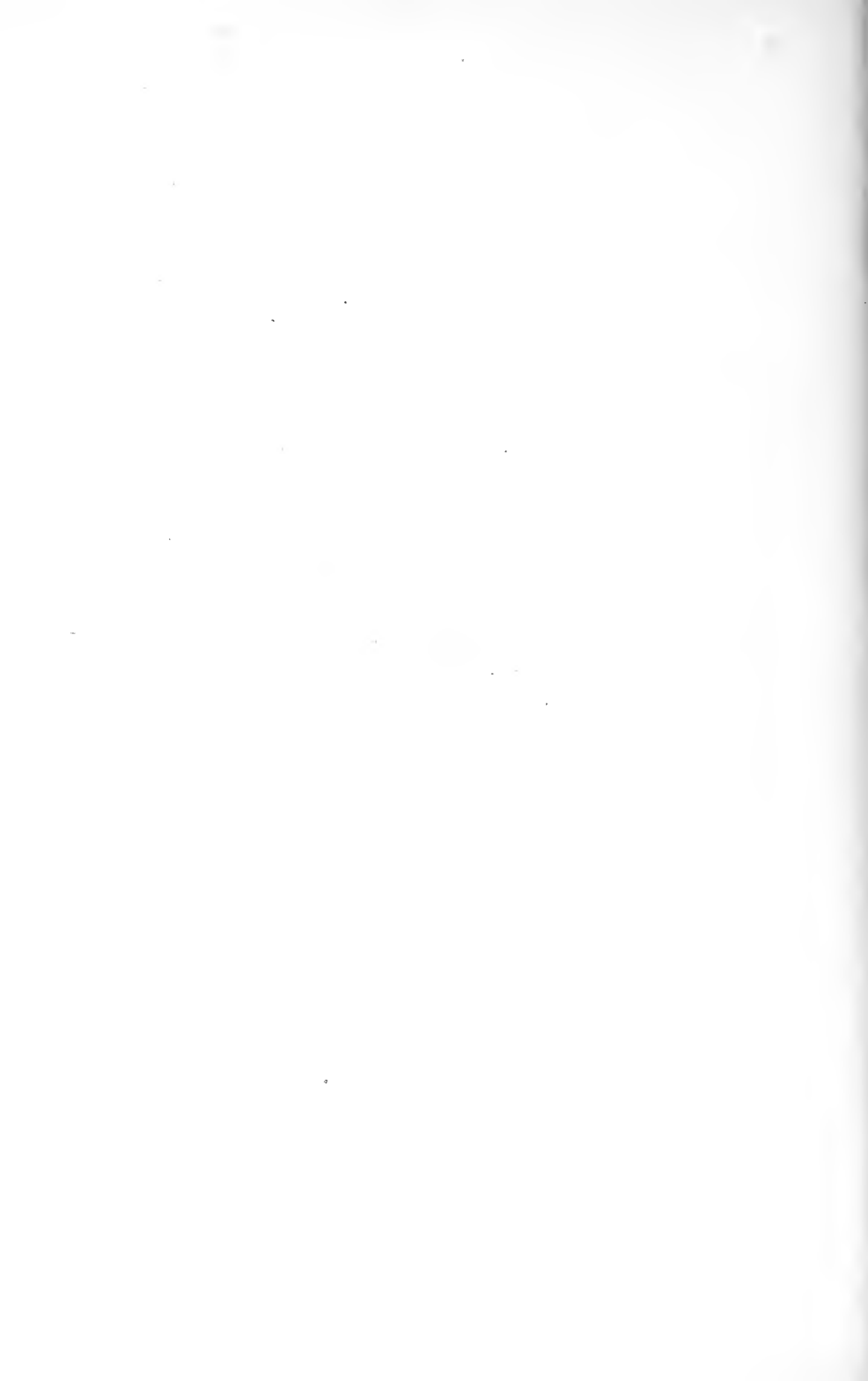
actual needs and is undeveloped for recreational purposes. The building is cheaply constructed and certain very fundamental errors are outstanding. The foundation walls are but eight inches thick, and standing as they do in soil that is partially quicksand the building has settled out of line and considerable damage has already been done to the walls and building.

The ceilings and walls of the class rooms are made of pressed steel, which, without backing of any insulating material, permits the heat from the room to escape readily, making it impossible to heat the building in cold weather. The basement, which is only partially excavated, is too low to be utilized for any purpose other than the heating plant. Had the building been raised so as to have permitted adequate lighting the basement space would have been as usable for school purposes as any other part of the building. Play rooms or Manual Training and Domestic Science space might have been thus provided with very little additional expense. At the time of the survey water was standing in the basement to the depth of a foot or more, covering the heater above the doors of the fire box.

The building is provided with inside chemical toilets, which are in fair condition and apparently sanitary. It is to be noted, however, that but one toilet is provided for each sex. This, for a school of two large rooms is not sufficient to meet the needs of the pupils. The only way in which this building can be made to approach acceptable standards is by considerable alteration and extension of the building proper and development of the site upon which the building stands.

CHAPTER SEVEN

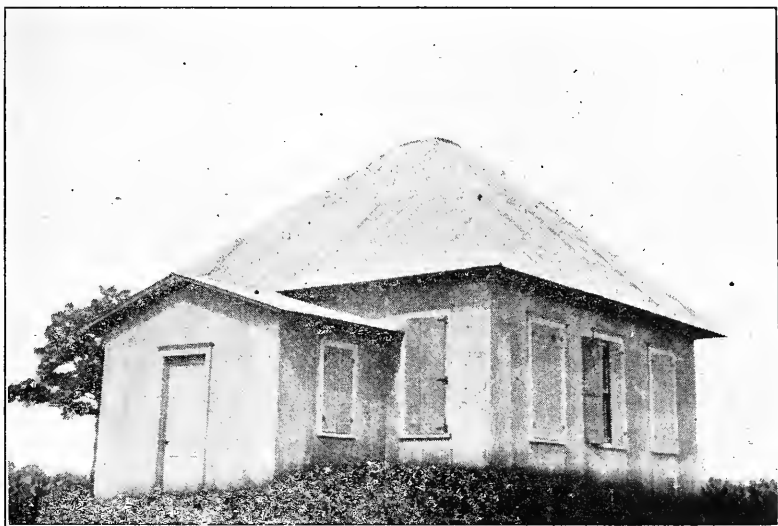
REPRESENTATIVE ONE-ROOM BUILDINGS SUSSEX COUNTY



CHAPTER VII

REPRESENTATIVE ONE-ROOM BUILDINGS SUSSEX COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative one-room buildings of Sussex County.)



WHITES CHAPEL NO. 10

	Score	Perfect Score
I. Site	97	160
II. Building	41	200
III. Service Systems	60	250
IV. Class Rooms	94	225
V. Special Rooms	2	165
	<hr/>	<hr/>
	294	1000

Whites Chapel is a new one-room structure, 20x22 in dimensions, with vestibule. It stands on a brick foundation. The site upon which the building is located is irregular in shape, approximately 100 feet in width and 300 feet in length. This building is a very unusual type of school building. It is made completely, walls and roof, out of corrugated, unpainted iron and resembles a garage rather than a place in which children are to receive their educational training. It does not speak well for the attitude of the community towards education or the welfare of their children. Apparently it is the cheapest type of construction which could be found. An improved type of heater is located in this building and water is supplied by a pump located in the vestibule. The class room, which seats 32 pupils, is entirely too small and of unapproved shape. The glass area is up to standard but distributed on three sides of the room. The vestibule provides space for cloak rooms, but as such is not acceptable.

The toilet accommodations of this building are located an unreasonable distance from the building, one of them being no less than 200 feet away. This building should be disposed of for other purposes than education and consolidation perfected with neighboring districts allowing for a modern educational program.

CEDAR GROVE NO. 17

	Score	Possible Score
I. Site	65	160
II. Building	103	200
III. Service Systems.....	87	250
IV. Class Rooms.....	107	225
V. Special Rooms.....	3	165
	<hr/> 365	<hr/> 1000

This building is a comparatively new one-story frame structure, with good steps and porch leading to the entrance, and with vestibule, and cloak room arrangements across the front of the room. An attempt has been made in this building to recognize certain fun-

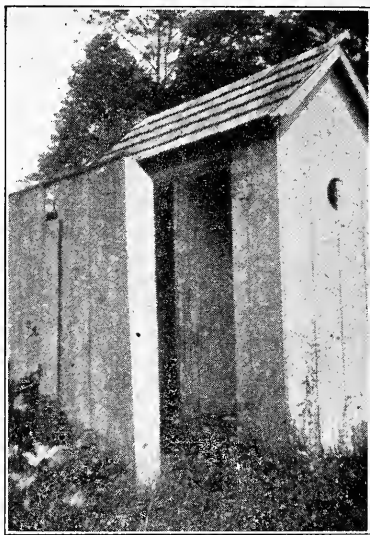
damental standards of lighting, but the end desired has been defeated by the placing of small windows in the front of the class room, thus compelling the children to face the light. As long as it is necessary for this building to continue in use, these windows in the front end of the room should be permanently closed. The windows on the main axis of the room are fifty inches from the floor, thus giving the class room a shut-in effect. Obviously the intention was to prevent the children from seeing out during school hours. This policy is a remnant of the early tradition that schools should be houses of correction rather than institutions of learning and education. The glass area in the class room is less than ten per cent of the floor area, which is less than one-half of what it should be. Another interesting feature of the construction of this new building is found in the location of the hooks for the children's wraps in the cloak rooms. The lowest hook in either room is seventy-two inches from the floor, thus making it difficult, if not impossible, for many of the children to hang up their wraps. The location of the hooks seems to have been determined by the convenience of the carpenter rather than from any consideration of the needs of the children. This building would make a better tool shed or farm building of similar nature than schoolhouse, and should be disposed of for such purpose.

ELDORADO NO. 19

	Score	Perfect Score
I. Site	60	160
II. Building	60	200
III. Service Systems	41	250
IV. Class Rooms	94	225
V. Special Rooms	3	165
	<hr/> 258	<hr/> 1000

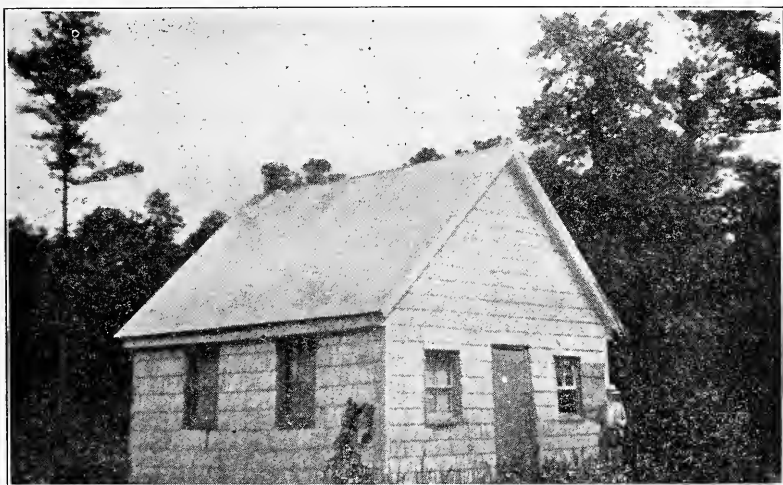
This building, 18x28, situated on a site of indeterminate area, has concrete steps leading to its front door. The floor of this building is poor, the shades in bad condition but excellent book and sup-

ply closets are provided. Provisions for seating 40 children in double seats were found. The teacher's desk was of a fair type and slate blackboard is provided in sufficiency. No clock and no pictures were to be found. The building has a sufficient amount of window area, half of which, however, is in the wrong place. The only out-



ELDORADO SCHOOL

house for this school is a combination of two compartments, separated by a wood partition, each one of which was apparently designed for the different sexes. That such a combination of outhouses is not a desirable method of raising the moral tone of children, nor of teaching them sex education was quite evident from the obscene drawings and foul language with which the interior of these outhouses was coated.



HILL'S NO. 21

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	30	250
IV. Class Rooms	48	225
V. Special Rooms	3	165
	<hr/> 161	<hr/> 1000

The Hill's school is situated in a little clearing with forest to the right, rear and front, and an open field to the left. It is a whitewashed, shingle structure which is decaying rapidly. It has a roof of corrugated metal and a foundation of rotting wooden posts. The room is square, being approximately 18 feet each way, and is lighted by two windows on each of three sides. Even though lighted on three sides and even though the room is small, these six windows do not furnish more than half of the percentage between the window area and floor area that is considered to be the standard. A box wood stove, without jacket, is located toward the front center of the room. The seats are placed on stilts and occupy a large part of the class room. The floor is in fair condition, but only a distance

of seven feet separates it from the ceiling. No flag or flagpole has been provided. The outhouses have been constructed with a minimum of labor and the minimum of expenditure for lumber. The children who attend this building should be provided with better educational facilities at the earliest possible moment.

WHITE'S NECK NO. 27

	Score	Perfect Score
I. Site	45	160
II. Building	112	200
III. Service Systems	78	250
IV. Class Rooms	118	225
V. Special Rooms	2	165
	<hr/> 355	<hr/> 1000

This is a new, one-room, rural school frame building which evidences some knowledge of the problems involving modern school-house construction. It is large enough to provide adequately for a single class room. The outstanding feature of the building is the fact that the windows have been banked on one side of the room. Unfortunately, however, either those who were responsible for the planning, or the carpenters who were responsible for the building, could not persuade themselves that light from one side was sufficient, for after making a good job they spoiled it utterly by sticking in two windows high up in the end of the class room. These windows should be closed. Another interesting fact in connection with the arrangement of this room is that although having a near approach to unilateral lighting it was not taken advantage of in the placing of the seats and desks. All of the seats have been backed to the light so that absolutely no advantage of the unilateral type of lighting is had and the extreme disadvantage of rear light only is encountered.

The seats in this class room should be faced so as to allow the light to fall on the pupils' desks from the left, and the windows in the rear should be closed.

The site upon which this new building is located is extremely unattractive, due to the fact that it is not only surrounded by, but grown up with, scrubby oak bushes. A much larger area should be cleared and improved. Additions should be made to the building providing adequate space for manual training and domestic science, playroom and library facilities. When this is done the children of the Muddy Neck district will have a school building which will approach satisfactory standards.



BETHANY BEACH NO. 28½

	Score	Perfect Score
I. Site	35	160
II. Building	34	200
III. Service Systems	61	250
IV. Class Rooms	55	225
V. Special Rooms	2	165
	<hr/> 187	<hr/> 1000

This building is a one-room, frame structure, 17x21, and one of the most unattractive school buildings in the state of Delaware. It is an old, unpainted, weatherbeaten wreck. The only thing about this building or site which is worth saving is the improved type of jacketed heater. Everything else should be destroyed or abandoned immediately, and a new building constructed for the children of this district. It is nothing short of criminal negligence for a community to compel its children, under penalty of the law, to attend school for a considerable part of their wakeful hours for nine months out of the year in a building that is so unattractive and so utterly unfit for human occupancy.

CONAWAY'S NO. 53

	Score	Perfect Score
I. Site	31	160
II. Building	20	200
III. Service Systems	25	250
IV. Class Rooms	55	225
V. Special Rooms	2	165
	<hr/>	<hr/>
	133	1000

Conaway's is a primitive, whitewashed structure not centrally located with respect to the school population which it serves. One passes a considerable distance through an uninhabited section on a highway running through forests before reaching this building from one side. The building is sagging on its brick piers, which are small and provide the only under-pinning for the structure. No doubt the wind blows up through the floor in the cold days of winter in a way which cannot be offset by the heat developed in the small wood stove. The sashes are broken down and the window panes are barely held in their frames since the putty has disappeared entirely in places. The ceiling joists are uncovered. The furniture is very poor, the teacher's desk being of the high, old-fashioned, crudely made type. The site is very limited, being a clearing of about 50x70

feet in dimensions. The building itself is approximately 18x24, without vestibule. All in all, it is one of the poorest structures found in Delaware.

MORGAN'S NO. 56

	Score	Perfect Score
I. Site	85	160
II. Building	127	200
III. Service Systems	60	250
IV. Class Rooms	167	225
V. Special Rooms	3	165
	<hr/> 442	<hr/> 1000

This building stands on an excellent concrete block foundation. It is a new one-room school with vestibule and cloak rooms. It is unfortunate that good architectural advice was not sought when the building was planned. A complete bank of windows has been provided on the left. Two other windows have been placed at the rear of right. Most unfortunate of all, however, has been the placement of two small windows on the front at the height of eight feet from the floor, through which the light may stream into the eyes of the children. There are many good features about this school building. It has a good floor, a good sanitary type of teacher's desk, fair cloak rooms of ample size, a jacketed heater and some simple wall decorations. Unfortunately the doors of this building have been planned so as to open inward. It might still be advisable to add a blackboard in the front of the room. The building as it stands is a good beginning for a model rural plant. Additions could readily be made providing for play room, library, manual training and domestic science. Such additions would place this building in a class by itself as far as the present school plants in Sussex county are concerned.

QUINTON NO. 59

	Score	Perfect Score
I. Site	10	160
II. Building	10	200
III. Service Systems	16	250
IV. Class Rooms	50	225
V. Special Rooms	1	165
	<hr/> 87	<hr/> 1000

This old structure, hidden away as far as possible from the view of man in order that its dilapidated condition may not be known, is literally falling to pieces. Two or three jumps on the floor, on the part of an athletic person, might succeed in bringing the roof down upon his head. It is as near the pioneer type of school building as one can imagine. Its exterior is built of crudely milled boards, while its open brick foundation permits the wind to find its way with ease through the open cracks of the floor. The ceiling is only eight feet high and its joists still remain unhidden. The carved seats and broken-down stove belong to a previous generation of school equipment. The stove is peculiarly located in the center of the room with the teacher's desk between it and the front wall. It is conceivable that through this arrangement proper warmth is assured the teacher. It is hardly conceivable that the children at the outer walls ever experience a temperature of 67 degrees on cold winter days. In order to provide fuel, although the dense forest is immediately to the rear of the building, it apparently has been found necessary to appropriate clapboards from the wood shed. The homes in the immediate vicinity of this building are of the poorest type to be found in Delaware. They probably will remain of the poorest type as long as this building is used in its present state.



TRINITY NO. 73½

	Score	Perfect Score
I. Site	67	160
II. Building	66	200
III. Service Systems	65	250
IV. Class Rooms	97	225
V. Special Rooms	2	165
	<hr/>	<hr/>
	297	1000

The Trinity school is a new one-room frame structure, without vestibule, on a brick foundation, approximately 24x32 in dimensions, standing on a small irregular site surrounded on two sides by open fields and on the third side by woods. The site, though unsatisfactory, is capable of extension and improvement should this prove to be the logical point for the location of the school building. The building proper is well painted and in good condition, and is supplied with an improved type of heater. The interior finish of the

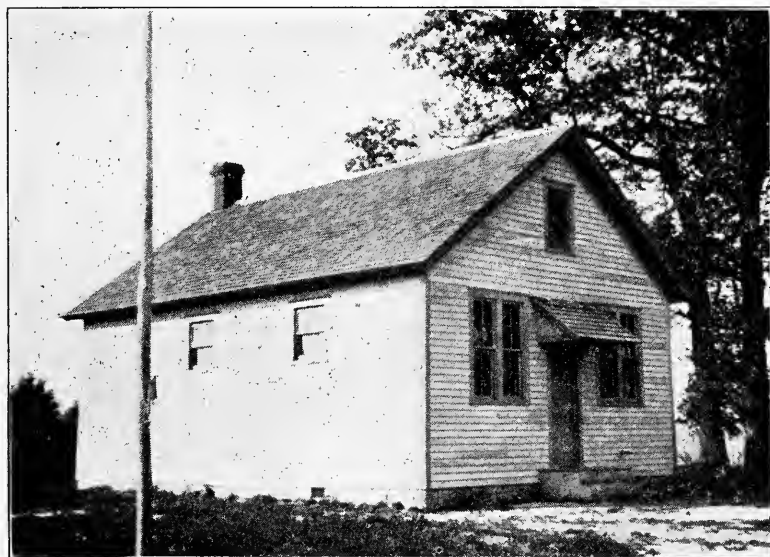
class room is comparatively good and the blackboard space and equipment is better than the average found in the county. The glass area is low and the windows are distributed on two opposite sides of the room. One feature of this building is especially bad and should be corrected immediately, namely, the location of the toilets with respect to the air intake of the jacketed heater. The toilets, which are of the double compartment community type, are located $2\frac{1}{2}$ feet from the rear of the building and six feet from the air intake. This condition undoubtedly supplies the class room with foul-smelling, impure air. It is inconceivable that intelligent workmen would locate the toilets or the air intake in such positions. This district could easily and practically consolidate with the adjoining districts.



FAIRMOUNT NO. 82

	Score	Perfect Score
I. Site	90	160
II. Building	65	200
III. Service Systems	55	250
IV. Class Rooms	115	225
V. Special Rooms	2	165
	<hr/> 327	<hr/> 1000

Fairmount is a one-room structure with a ramshackle exterior but fair interior. It is located on an unattractive piece of land at a point where it does not appear to be accessible to a large number of children. It has an improved type of heater, wainscoting and pine board ceilings, and fair children's seats, although they are of the double variety. The toilets are located directly in the rear of the building and in close proximity to one another, without any barrier.



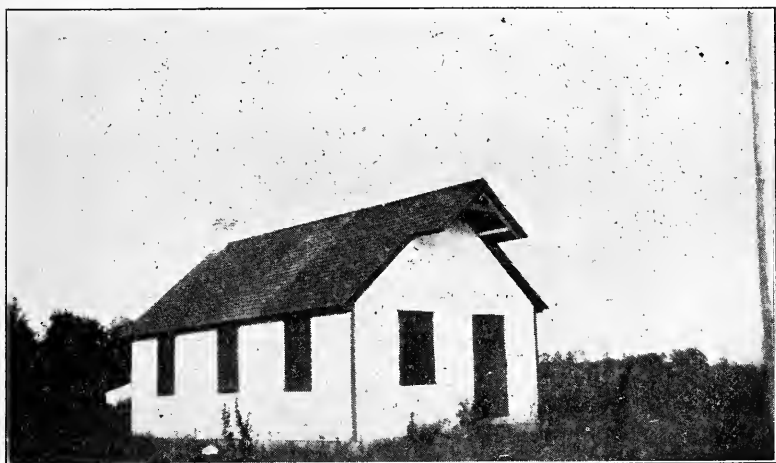
JOHNSON'S NO. 85

	Score	Perfect Score
I. Site	97	160
II. Building	86	200
III. Service Systems	65	250
IV.. Class Rooms	141	225
V. Special Rooms	3	165
	<hr/> 392	<hr/> 1000

This school is a new one-room, frame building, 21x32, with concrete foundation and vestibule. It is located on a site approximately 100x150 feet, which is in good condition and well kept. The building is located on an excellent highway and is easily accessible. An excellent type of vestibule providing fairly satisfactory cloak rooms is included in the structure. The service systems, however, are much below the standard of the other features of the building. The class room is heated by a common stove. A pump is installed in the building. The outside toilets are in rather better condition and of better quality than found in other districts. The class room is the best feature of the entire situation. It is of good size and well shaped. Unfortunately the interior is finished in wood. This is not a standard type of finish. The blackboards are excellent and the glass area is adequate. The window area, in so far as the building plan is concerned, is not extremely bad. The windows have been banked on one side and three small windows have been placed high up on the opposite side of the room. These windows would not be seriously objectionable were it not for the fact that utter ignorance and stupidity have been shown in the arrangement of the seats. The seats and desks have been backed to the main source of light, thereby compelling the children to face all day long the two high windows in what has been made the front of the room. The seats should be turned in such a way as to place the main light source on the left of the pupils and the blackboards should be moved from the side of the room to the front. The seats and desks are of the single type of good quality and well selected as to size.

MUDDY NECK NO. 121 $\frac{1}{2}$

	Score	Perfect Score
I. Site	58	160
II. Building	36	200
III. Service Systems	46	250
IV. Class Rooms	70	225
V. Special Rooms	2	165
	<hr/>	<hr/>
	212	1000



MUDDY NECK SCHOOL

This is a very old one-room, frame building, without vestibule or protected entrance. It is approximately 15x24 in dimensions, located on a triangular site, too small to allow for any recreational program. It is in very bad state of repair and presents every poor feature, from lack of service systems to lighting on three sides. The equipment is inadequate, the only feature thereof which is at all passable is the provision made by the installation of new double seats. Double seats, however, are not acceptable under modern educational standards. If consolidation cannot be effected for the children of this district a new one-teacher school, built on modern lines, should be provided.

PINE HILL NO. 130

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	43	250
IV. Class Rooms	55	225
V. Special Rooms	2	165
	<hr/> 180	<hr/> 1000

Pine Hill school is a one-room frame structure, 13x26 in dimensions, standing on an open brick foundation, on a small cleared space in the midst of a dense pine forest. It is almost inaccessible from any public highway and very difficult to find. The building is very old and in a very bad state of repair. Because of its extreme age and poor condition the building represents no money loss if it should be abandoned. The location is in no way satisfactory for school purposes. The service systems are all either missing entirely or of the lowest possible grade. The class room, typifying poverty in every detail, is poorly lighted, windows being placed on three sides of the room, namely, left, rear and right. The door to the building is the type commonly found on a poor class of barns or outhouses. It opens outward and fastens with a thumb latch. In the twentieth century children should not be compelled to spend the formative period of their lives in a building, amidst an equipment at least a hundred years behind the times.

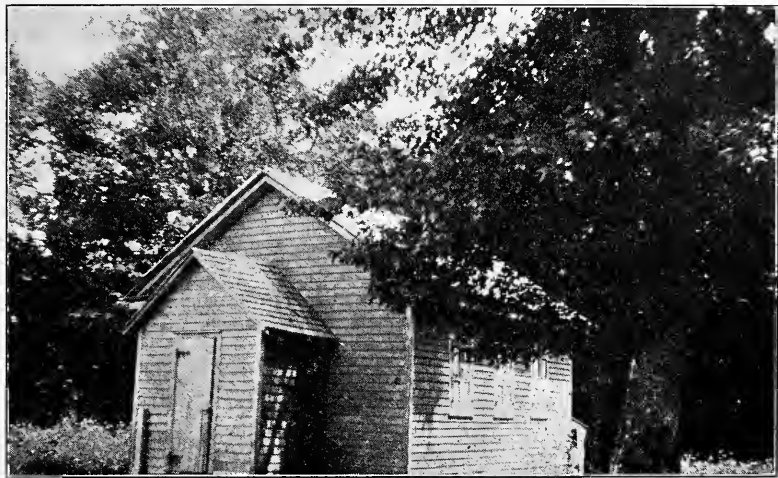
This building should be closed and the children that attend it transported to more advantageous educational facilities.

HOLLYVILLE NO. 132

	Score	Perfect Score
I. Site	68	160
II. Building	48	200
III. Service Systems	61	250
IV. Class Rooms	81	225
V. Special Rooms	3	165
	<hr/>	<hr/>
	261	1000

The building is 20 ft. long by 16 ft. wide and rests upon a brick foundation. It has a corrugated metal roof upon which the rain no doubt beats down to the disadvantage of school discipline. Two rows of single seats have been provided besides the double seats that are in use in this building. Apparently the only reason why single seats were provided was because the building was too small

for double seats, as the single seats have been placed against the wall even where the dead wall spaces are to be found between win-



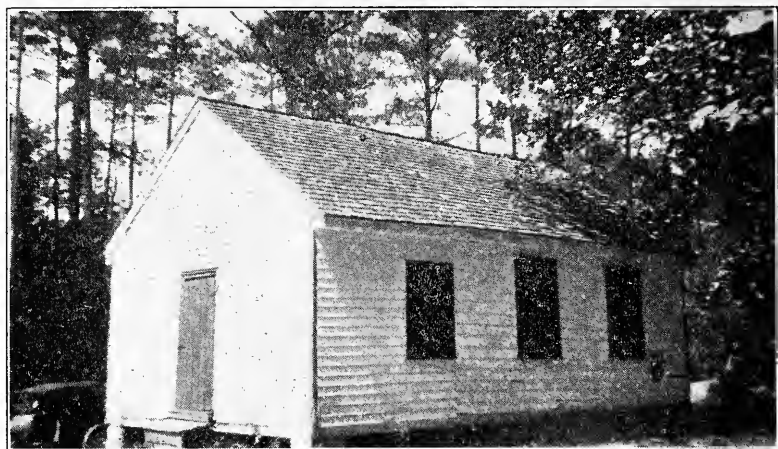
HOLLYVILLE SCHOOL

dows. The building would make a fair sized woodshed but is altogether unsatisfactory as a schoolhouse. Its outhouses are in wretched condition and in close juxtaposition to each other and the school. One outhouse may be reached by wading through water at certain times of the year.

MCNEAL'S NO. 156

	Score	Perfect Score
I. Site	40	160
II. Building	25	200
III. Service Systems	52	250
IV. Class Rooms	43	225
V. Special Rooms	2	165
	<hr/> 162	<hr/> 1000

The McNeal's school, locally and more appropriately known as "Hog Yard," is a one-room, frame building, approximately 16x22 ft. in dimensions, located in a small irregular, triangular clearing in an oak woods. Except for the narrow unimproved roadway running by the building the site is surrounded on all four sides by dense woods. The building is very old and in a very bad state of repair. The roof is moss grown and the open brick foundation offers little support to the building and no protection against cold winter storms to the floor of the class room. The site is too small and impossible



MCNEAL'S SCHOOL

of extension or improvement to meet standard requirements. The interior of the building, except for the improved heater is of the type one might have expected to find in the pioneer schoolhouse. It is dark, dirty and untenable for human beings, unless, as is the case with school children, they are compelled by law to attend. The meager equipment is of the poorest type and much abused. Old double seats badly carved and mutilated are extremely unsatisfactory, and the teacher's desk is of the same general character. The glass area is low, and the windows are placed on three sides of the room. There is no justifiable excuse for the use of this building for school purposes, and in the light of modern civilization it should be condemned and closed. The pupils should either be provided with a modern one-teacher school or transported to a graded school at some point agreed upon with neighboring consolidating districts.



FOREST PARK NO. 179

	Score	Perfect Score
I. Site	43	160
II. Building	29	200
III. Service Systems	34	250
IV. Class Rooms	56	225
V. Special Rooms	2	165
	<hr/> 164	<hr/> 1000

This is a very old one-room frame structure without vestibule. 15x28 in dimensions, located on a lot approximately 30x100 ft. in a pine woods. The building is in a very bad condition and not suitable for improvement or worthy of consideration or enlargement. It is heated by a common wood stove which has a sheet metal jacket.

It is poorly kept and the outhouses are poor in quality and insani-
tary in condition. The class room is the traditional four wall affair,
with absolutely the minimum of equipment. The glass area is low
and distributed on the left, right and front of the room. The nine
square feet of blackboard space provided is to serve 30 pupils.
Such a situation can call for but one recommendation, that being the
speediest possible abandonment of the site and building for school
purposes.

This district is so situated that consolidation is eminently fea-
sible and preeminently desirable.

CHAPTER EIGHT
REPRESENTATIVE TWO-ROOM BUILDINGS
SUSSEX COUNTY

CHAPTER VIII

REPRESENTATIVE TWO-ROOM BUILDINGS SUSSEX COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative two room buildings of Sussex County.)

SLAUGHTER NECK NO. 4, ETC.

	Score	Possible Score
I. Site	66	160
II. Building	122	200
III. Service Systems.....	72	250
IV. Class Rooms.....	143	225
V. Special Rooms.....	6	165
	<hr/> 409	<hr/> 1000

Slaughter Neck School is a two-room, one-story building, comparatively new, cottage type, approximately 28x44 feet, standing on a triangular site partially surrounded by woods. The site is very inadequate and not easily possible of extension. The building is much better than the average found in Sussex County and some consideration has been given to the heating and ventilating of the class rooms. Improved types of heaters, supplying adequate heat and providing for ventilation, have been installed. The most undesirable feature of the building is the arrangement of the windows, the same being placed on three sides of the room. More than half of the desks in the class rooms are good type single desks. The arrangement of the class rooms is such that two can be thrown together for a community room. In this respect the building has a distinct advantage over other buildings in the county.

GUMBORO NO. 37, 146, 147

	Score	Perfect Score
I. Site	32	160
II. Building	35	200
III. Service Systems	37	250
IV. Class Rooms	92	225
V. Special Rooms	0	165
	<hr/> 196	<hr/> 1000

This school was built in 1912. It is a two-story, two-room structure of very ordinary appearance, resting on brick piers the open spaces of which are filled in with wood. There is apparently no school site outside of the sand upon which the school building stands. In other words the building borders on the highway. The six broken window panes on the front of this structure are characteristic of the entire building. The benches furnished children are extremely old and of the double type. A double bench is utilized by one of the teachers as a desk, a chair being placed behind it. The rooms are approximately 33x24. An improved heater has been supplied for the first floor, but none for the second floor. The stairway and vestibule are extremely elementary in nature. The orientation of this building is north and south. A minimum of sunlight is thus provided in the class rooms. The whole building presents a forlorn, unattractive prospect for the children for whom it is intended.

SYCAMORE NO. 44, 150

	Score	Perfect Score
I. Site	90	160
II. Building	42	200
III. Service Systems	52	250
IV. Class Rooms	98	225
V. Special Rooms	3	165
	<hr/> 285	<hr/> 1000

The Sycamore school is a two-story, two-room, rectangular type of structure, resting on a brick foundation with open spaces between piers. The rooms are fairly clean but are crudely furnished, carved old-fashioned desks predominating. The iron braces across the back and front of this building show that it is very poorly constructed. A jacketed heater is provided for the ground floor class room, but apparently a mere stove is considered sufficient for the children of the second story. The three windows on the right and left of the class rooms admit sufficient light but, of course, provide a tremendous amount of destructive cross lighting. The corn crib door of the main entrance and the badly supported front stairway do not give the building a very prosperous appearance. The blackboards of the class rooms are badly painted wood, which were supplanted years ago in progressive communities by high grade slate. There is no flag pole for this building. The general character of the community, as evidenced by farm buildings and the nature of the crops, leaves the impression that a much better school can be afforded in this district.

GOOD HOPE NO. 114, 184

	Score	Perfect Score
I. Site	15	160
II. Building	33	200
III. Service Systems	30	250
IV. Class Rooms	62	225
V. Special Rooms	1	165
	<hr/> 141	<hr/> 1000

The conditions to be found within this school are intolerably poor. The building itself is a rotting wreck. Its brick piers are breaking away, the roof leaks in a number of places and the interior appears as though a cyclone had passed through. It is located on a sand waste where no attempt has been made to improve the grounds.

WESLEY NO. 138

	Score	Perfect Score
I. Site	110	160
II. Building	105	200
III. Service Systems	90	250
IV. Class Rooms	135	225
V. Special Rooms	23	165
	<hr/> 463	<hr/> 1000

There is much about this building to be commended in contrast with the other buildings of Sussex County. It is an attractive, freshly painted, two-room, one-story structure, situated in a prosperous community and on good roads. The grounds are well kept and the grass cut. At the front of the school is a concrete platform and stair. No vestibule is provided. The interior is so arranged that the doors between the two class rooms may be moved back so as to permit the entire area of the two rooms to be used for auditorium purposes. This arrangement is satisfactory from one standpoint, but might have been much better planned by an architect trained in school architecture so as to prevent the very bad lighting which is found in the right-hand room. The arrangement that exists requires that the children in the left-hand room secure the majority of their light from the three windows on the right. It is unfortunate that these rooms were not both unilaterally lighted and that the windows on the front and rear were not omitted. The floors are in fair condition, while the entire appearance of the rooms is that of extreme care, and of a desire to furnish these children with better educational opportunities. New double seats in varying sizes have been provided. It was pleasing to note the variation in sizes, and yet unsatisfactory to find that this community was still buying double seats. The outhouses which accompany this building are the most substantial outhouses to be found in Sussex County. They have been made of well-joined boards which have been adequately painted. The houses are properly screened and moderately clean and free from defacement. It was unusual to find a stove in an outhouse in Sussex County. This was a feature of the Wesley School outhouses.

The people in this community have in this building the nucleus

for a modern school plant. Additions may readily be made to this building providing for manual training, domestic science and play purposes.

CANNON NO. 138 $\frac{1}{2}$

	Score	Perfect Score
I. Site	112	160
II. Building	108	200
III. Service Systems	85	250
IV. Class Rooms	115	225
V. Special Rooms	3	165
	<hr/> 423	<hr/> 1000

In this prosperous, attractive community is to be found a two-room, one-story, frame structure of a better type. In the first place the yard presents an appearance of orderliness which is quite unusual, although its standard is not high when compared with that of similar communities in other states. The cinder paths leading to the front porch, the outhouses and fuel house are not to be found in many schools in Sussex County. The brick foundation is in excellent condition. The large cement front porch and stairway is unusual and to be commended. The class rooms are lighted on three sides, although the six windows on the long axis would have sufficed. If the rooms had been built without the windows on the front and rear much inconvenience would have been obviated for both teachers and pupils. The following characteristics of the equipment of this building were unusual for Sussex County: A thermometer in the class room, a good enameled sink, a bubbler drinking fountain, a large clock in one room and a varnished bookcase with glass doors. An improved type of heater was found, although located within the class rooms.

It is unfortunate that it was deemed necessary to retain the old carved desks (which are of the double variety) in one of these rooms. A better type of teacher's desk and a rope for the flag pole should be provided. This building can be made a rather satisfac-

tory school structure by the addition of a play room, manual training and a domestic science. Consolidation with other districts in the neighborhood is possible.



MIDWAY NO. 179

	Score	Perfect Score
I. Site	56	160
II. Building	54	200
III. Service Systems	69	250
IV. Class Rooms	100	225
V. Special Rooms	3	165
	<hr/>	<hr/>
	282	1000

Midway is a comparatively new one-story, two-room, frame structure, without vestibule or corridor connections between the class rooms. It is located on an irregular site approximately 80x150 feet, with a graveyard and church adjoining. The site is impossible of adequate extension. The building proper is a bungled

attempt to meet crowded conditions of a one-room school by stringing out a second room on the end of the original one-room structure. Apparently no expert advice had been sought in the construction of the building. The building is heated by an improved type of jacketed heaters, but the other elements of service systems are extremely poor. The toilets are located down in the woods where they are almost inaccessible. The class rooms which are approximately 18x22 and 18 feet square respectively, are poorly equipped and poorly lighted. As soon as the necessary steps can be taken to perfect consolidation so as to bring together a larger number of children in order that a graded school may be had, this school should be closed.

CHAPTER NINE

REPRESENTATIVE SCHOOL BUILDINGS FOR COLORED CHILDREN, NEW CASTLE COUNTY

CHAPTER IX

REPRESENTATIVE SCHOOL BUILDING FOR COLORED CHILDREN, NEW CASTLE COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative school buildings for colored children of New Castle County.)

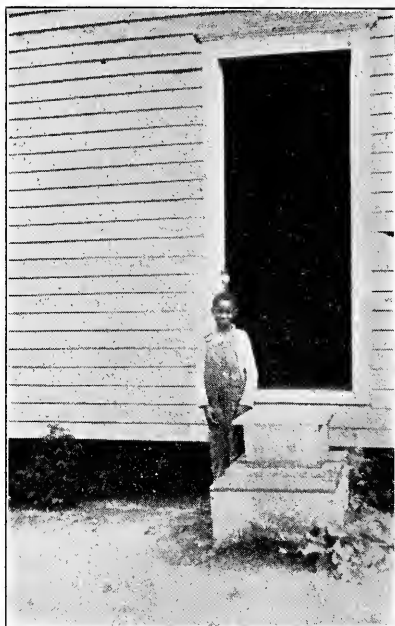
NEWPORT DISTRICT NO. 106 (Colored)

	Score	Possible Score
I. Site	29	160
II. Building	49	200
III. Service Systems.....	52	250
IV. Class Rooms.....	83	225
V. Special Rooms.....	1	165
	<hr/>	<hr/>
	214	1000

The Newport School for colored children is a one-room, rectangular, frame structure, very old and in poor condition. The environment of this school is a church, graveyard and potato patch. The site is scarcely larger than the building itself, and the entire situation is most deplorable. It is unfit in every respect for the housing of children.



TYPICAL OUTHOUSE



TYPICAL ENTRANCE



TYPICAL SEATS

Typical equipment and facilities provided the colored children of Delaware.



NEWPORT SCHOOL

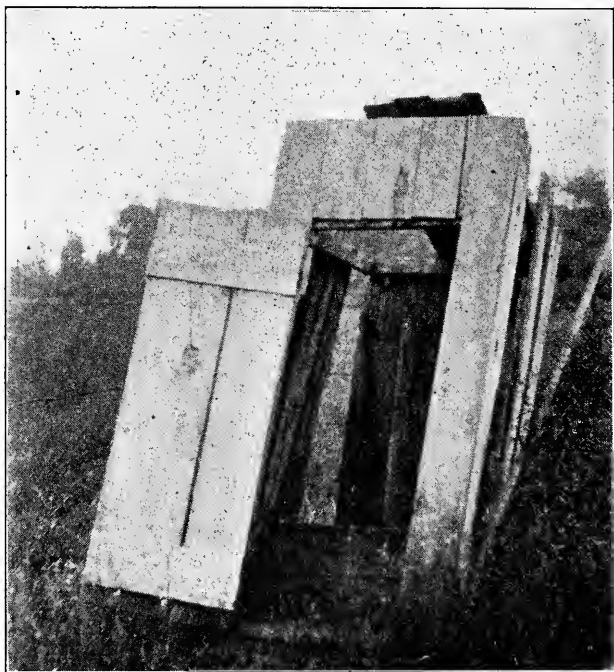
NEWARK NO. 110

(Colored)

	Score	Perfect Score
I. Site	39	160
II. Building	42	200
III. Service Systems	46	250
IV. Class Rooms	60	225
V. Special Rooms	0	165
	<hr/> 187	<hr/> 1000

This two-story, three-room frame building stands on a brick foundation on a very limited school site. The site is unattractive and wholly unsuitable for school purposes. No attempt has been made to provide opportunity for play for the children that attend school in these three rooms, and the interior of the building is dirty and unwholesome. The children that attend school here can

with difficulty be made to carry into their homes higher standards of cleanliness than prevail in this particular structure. The stairway leading to the second floor is poorly built and more or less of a fire trap. The wiring of the building for the limited lighting



THE TOILET FOR THE COLORED CHILDREN OF THE WILLIAMS-VILLE SCHOOL, DISTRICT NO. 113, NEW CASTLE COUNTY

provided does not conform to modern standards. It is quite possible that the wiring might cause fire dangers at any moment that the school is in session. The double seats which have been provided for the children are old and much worn. They should be supplanted by the single modern seat. The floors and walls are in poor condition. The outhouses are nothing less than a disgrace, and leave with the children no impression of proper sanitation and proper precautions in respect to health. In two of the rooms a modern jacketed heater has been installed. The entire plant is

totally inadequate for the 109 children who were registered during the past school year. It should be supplanted by a modern up-to-date structure, built on an ample site, and so equipped and maintained as to raise the standard of living and of ideals for all of the colored people of this community.



GLASGOW NO. 114

(Colored)

	Score	Possible Score
I. Site	56	160
II. Building	51	200
III. Service Systems.....	24	250
IV. Class Rooms.....	77	225
V. Special Rooms.....	1	165
	<hr/> 209	<hr/> 1000

The Glasgow School is a four-walled, frame structure, without vestibule or protected entrance. It has a tin roof and is in general

bad state of repair. It is located on a small triangular plot of worthless land adjoining low, swampy ground. On no single item considered does the building justify its use for school purposes. The total score of 209 out of 1000 justifies the recommendation that this building be closed to school children.



SCHOOL HOUSE

CHURCH

ST. GEORGES DISTRICT NO. 117
(Colored)

	Score	Possible Score
I. Site	37	160
II. Building	63	200
III. Service Systems.....	41	250
IV. Class Rooms.....	102	225
V. Special Rooms.....	3	165
	<hr/> 246	<hr/> 1000

The school for colored children in St. Georges is a one-room, rectangular, vestibuled type of frame building, located on a small

site in the rear of the colored church. As clearly shown in the picture, there is no opportunity for play and little possibility of the development of an adequate recreational ground. The building is poorly equipped, poorly lighted and unfit for school purposes.



NOTE--Marsh to the left with Canal boat back of it

DELAWARE CITY DISTRICT NO. 118

(Colored)

	Score	Possible Score
I. Site	8	160
II. Building	57	200
III. Service Systems.....	57	250
IV. Class Rooms.....	34	225
V. Special Rooms.....	4	165
	<hr/> 204	<hr/> 1000

This school building is a two-room, one-story, frame structure 24x48, located on a site 50x100 feet, with a marsh on one

side and a canal on the other. The rear of the school building is 30 feet from the edge of the canal along which boats are continually passing. Upon no part of the school ground at the time of the survey was it possible to walk without wading through water or mud. Two new toilet outhouses had recently been struck down in the mud alongside the edge of the marsh. The score on the site of this building is the lowest recorded in the experience of the Survey Commission.

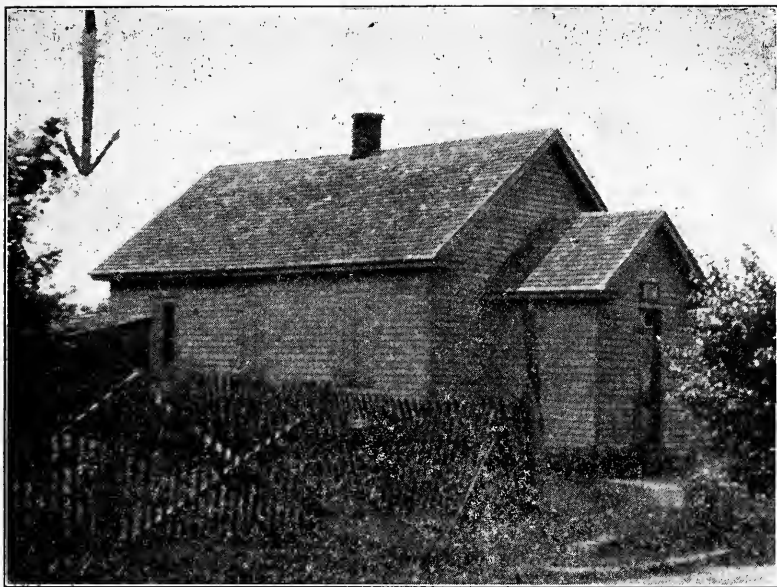
The building itself, except for the Waterbury heater, is but little better than the environment in which it is placed. There can be little hope for the education or Americanization of children that are required to secure their education under conditions such as are found in this building.

MT. PLEASANT NO. 119

(Colored)

	Score	Possible Score
I. Site	75	160
II. Building	89	200
III. Service Systems.....	28	250
IV. Class Rooms.....	89	225
V. Special Rooms.....	2	165
	<hr/>	<hr/>
	283	1000

Shelter and to a degree protection from cold, inclement weather is all this building has to offer the children that are supposed to attend it. It is disqualified and condemned on every major item of the score card and reference to the detail scores will further emphasize the educational lacks. It is of special note that this building has but one toilet for the two sexes and that in the class



MT. PLEASANT SCHOOL

Note arrow to the left of school house pointing to pig sty.

room the old wooden benches of a hundred years ago are still in use. The colored children of this district are entitled to better educational opportunities than can be afforded in this building.

MIDDLETOWN NO. 120

(Colored)

	Score	Possible Score
I. Site	125	160
II. Building	135	200
III. Service Systems.....	75	250
IV. Class Rooms.....	160	225
V. Special Rooms.....	5	165
	<hr/>	<hr/>
	500	1000

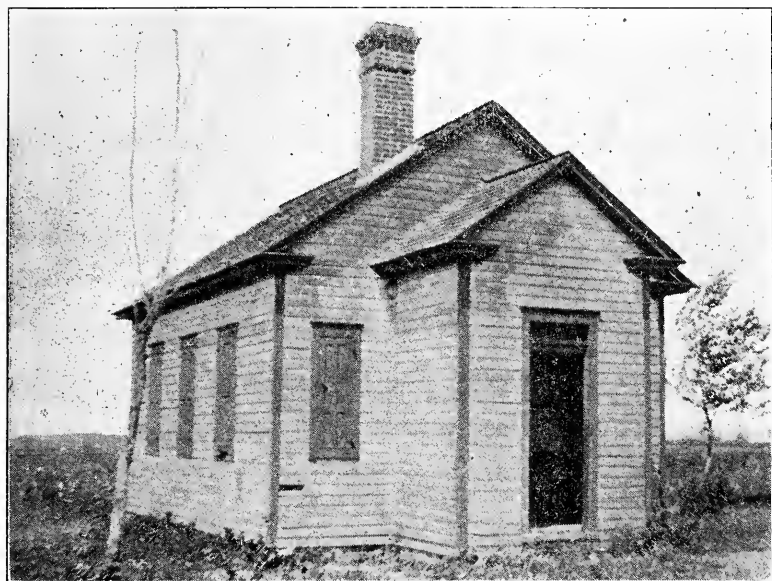
This building was rated among the highest of the schools for colored children, and yet, as one reads the following list of recommendations, one wonders what kind of school buildings are provided colored children elsewhere in the state. The recommendations include: Improved drinking facilities, playground apparatus, the planting of trees and shrubs, the building of walks, the addition of a rope to the flagpole, the erection of new toilets, the addition of more windows in the small rooms of this building so that the proper percentage between floor area and window area may be maintained, the proper arrangement of blackboards in the large room, the repainting of the entire exterior of the building and a thorough scrubbing and cleaning of the interior. In arrangement of rooms and their illumination, provisions for heating, size of site and in equipment this school outranks the other colored schools of the state.

PORT PENN NO. 122

(Colored)

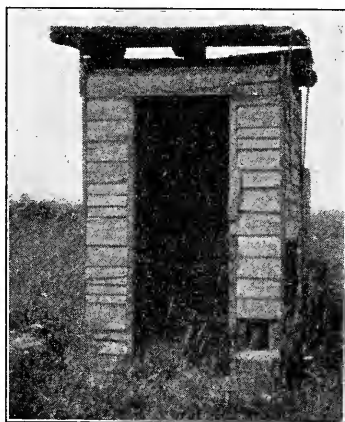
	Score	Possible Score
I. Site	73	160
II. Building	70	200
III. Service Systems.....	53	250
IV. Class Rooms.....	73	225
V. Special Rooms.....	2	165
	<hr/> 271	<hr/> 1000

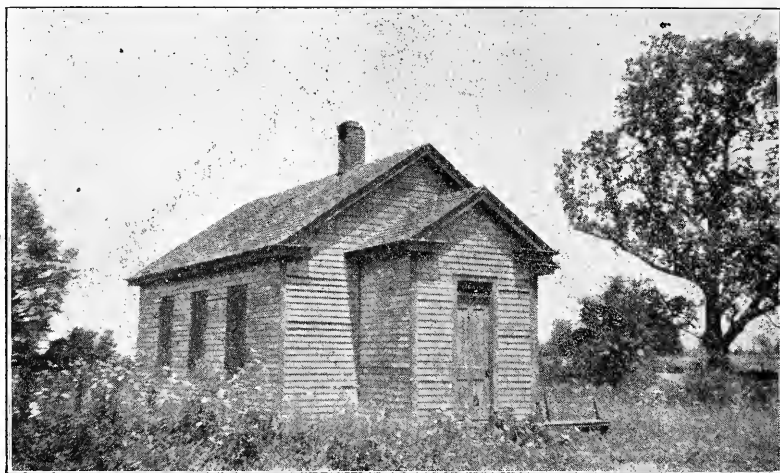
Altho scoring above the medium for colored schools of the country, the Port Penn building is in every major respect far below acceptable standards. If the present location of the school should appear to be the most satisfactory, the size of the site should be extended by from four to ten acres and a properly planned building constructed. It seems fair to note that this colored school did have two toilets, altho they were in very unsatisfactory condi-



PORT PENN SCHOOL

tion. The building is heated by a jacketed heater of good quality and in this respect is better than others of its class.



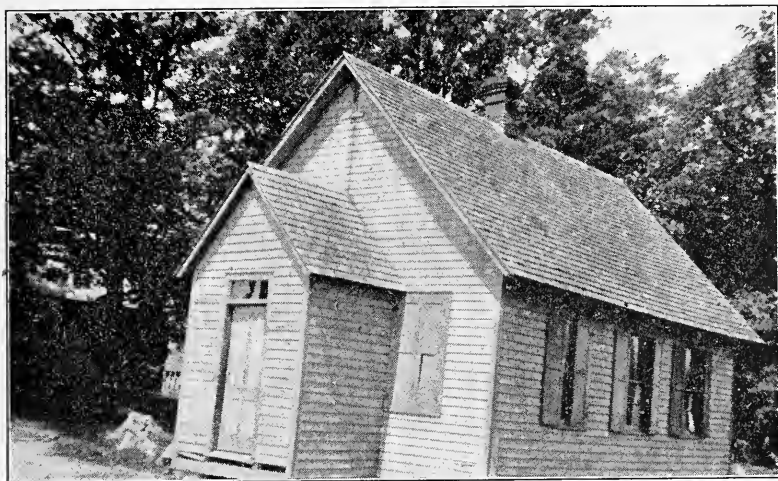


CONGOTOWN NO. 123

(Colored)

	Score	Possible Score
I. Site	63	160
II. Building	54	200
III. Service Systems.....	22	250
IV. Class Rooms.....	57	225
V. Special Rooms;.....	2	165
	<hr/> 198	<hr/> 1000

This building has nothing commendable about it except the improved highway which makes it fairly accessible. Its environment is not pleasing; the site is so small as to be of no consequence and the little that is not occupied by the building is overgrown with briars and bushes. The two sexes are provided with but one toilet, the condition of which is very bad. The adequacy of the class room is indicated by the very low score of 57 points out of 225. The building should be closed for school purposes and the site abandoned.



EBENEZER DISTRICT NO. 126

	Score	Possible Score
I. Site	17	160
II. Building	60	200
III. Service Systems.....	25	250
IV. Class Rooms.....	75	225
V. Special Rooms.....	0	165
	<hr/> 177	<hr/> 1000

The score on this building is extremely low. A more undesirable site can scarcely be imagined. The building is located in a marsh so low and wet that at the time of the survey stagnant water was standing under and about the building. Marsh grass several feet high covered practically the whole of the small site and the single toilet allotted to the children of this school must be inaccessible on account of mud and water thruout a good part of the year.

There are no steps at the entrance, the rise being two feet from the ground to the floor level. The room is lighted from three sides and no window shades are provided. School should not be conducted in this building for a single day longer than necessary to arrange transportation.

CHAPTER TEN

REPRESENTATIVE SCHOOL BUILDINGS FOR COLORED CHILDREN KENT COUNTY

CHAPTER X

REPRESENTATIVE SCHOOL BUILDINGS FOR COLORED CHILDREN KENT COUNTY

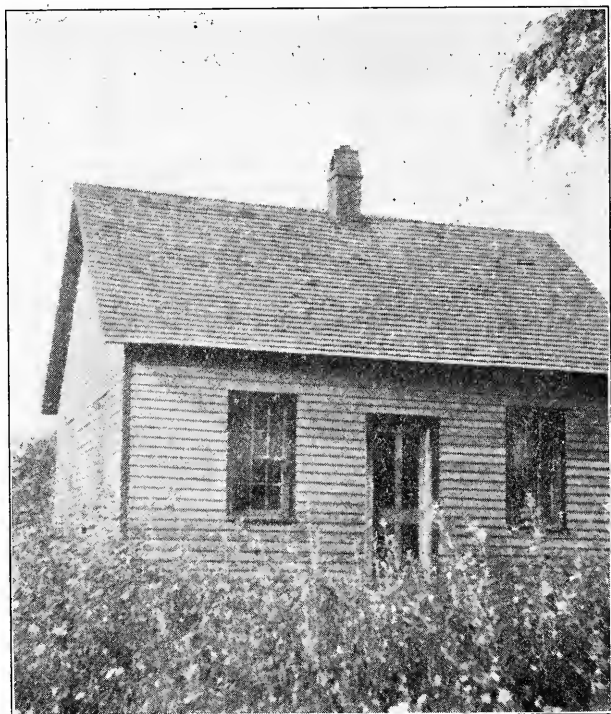
(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative school buildings for colored children of Kent County).

CLAYTON NO. 136 (Colored)

	Score	Perfect Score
I. Site	43	160
II. Building	22	200
III. Service Systems	12	250
IV. Class Rooms	59	225
V. Special Rooms	0	165
	<hr/> 136	<hr/> 1000

This school is located on a limited area on the main road between Clayton and Smyrna. Its entrance stairway is in a decayed condition and cannot be used without extreme danger to those passing over it. The building itself is of the simplest board, box variety, with unpainted exterior and poorly decorated and painted interior. Its window panes are broken in some cases, boards are falling off the exterior, and its tumbled-down outhouses adjoin each other with cracked boards as the only partition between them. The building is poorly lighted, has a pretense of a vestibule, and apparently attempts are made to heat it through the medium of a

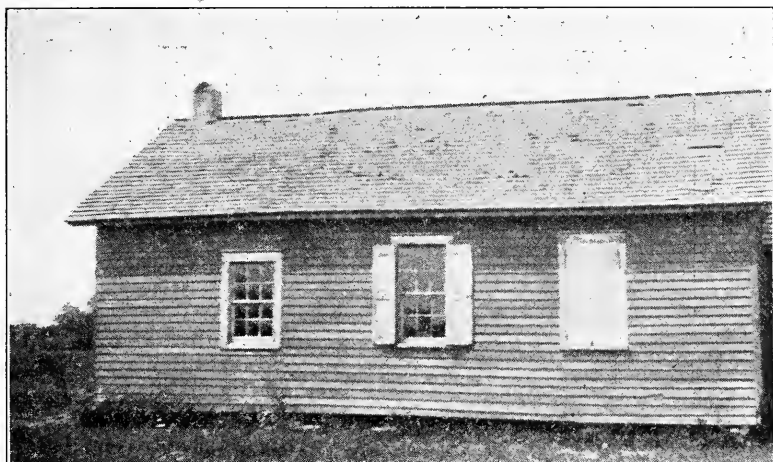
much-used unjacketed stove. Other provisions should be made immediately for housing these colored children when they are spending their time in securing the education to which they are entitled.



BLACKISTON'S NO. 137
(Colored)

	Score	Perfect Score
I. Site	32	160
II. Building	53	200
III. Service Systems	21	250
IV. Class Rooms	50	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	156	1000

This is a one-room frame building with unprotected entrance on the long axis of the building. It is in a dilapidated condition, and the entire surroundings are unsuited to the needs of the community. The grounds are overgrown with briars and bushes, and the entrance to the grounds is so low that at the time of the survey the building was almost inaccessible. The class room is lighted on three sides and is supplied with the very minimum of ancient and mutilated equipment.

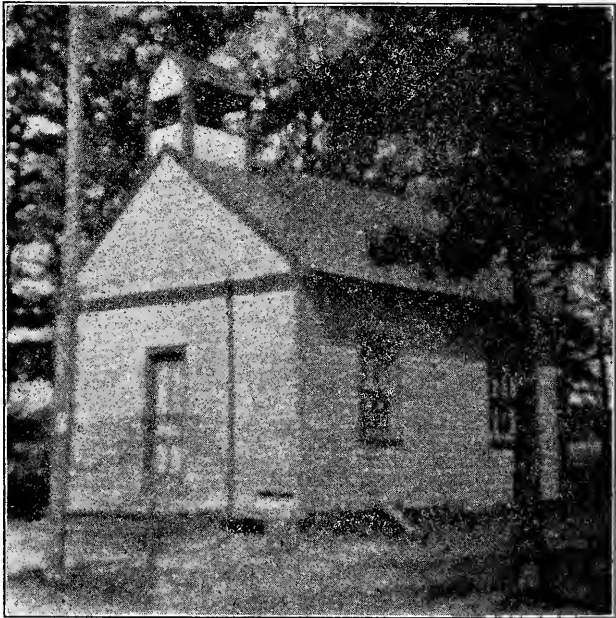


BLANCO NO. 138

(Colored)

	Score	Perfect Score
I. Site	48	160
II. Building	39	200
III. Service Systems	19	250
IV. Class Rooms	49	225
V. Special Rooms	0	165
	<hr/> 155	<hr/> 1000

This is a one-room frame building, 18x30, with vestibuled entrance. The site is too small for present needs and is so located as not to be convenient of extension. The building scores but 19 points out of 250 on service systems and offers a minimum of class room facilities. The score by individual items and totals is sufficient justification for the recommendation that the building be abandoned.



SANDFIELD NO. 141
(Colored)

	Score	Perfect Score
I. Site	50	160
II. Building	30	200
III. Service Systems	21	250
IV. Class Rooms	52	225
V. Special Rooms	0	165
	<hr/> 153	<hr/> 1000

This is a very old frame building of the box type with open foundation. The building is 16x20, and the size of the site is indeterminate because of the fact that it is located in the woods, only the underbrush having been cut away to allow for the placement of the building. The elevation of the land is such that should this site be made permanent a large clearing would make a fairly desirable school site. The score of 30 out of 200 points on the building proper is indicative of the fact that little loss would be entailed in the complete abandonment of the building.



MARYDEL NO. 153

(Colored)

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	19	250
IV. Class Room	65	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	164	1000

The Marydel colored school is a one-room frame building, 18x20, located on a small indeterminate school site, joining a church yard. The building is very old and in a dilapidated condition. It is heated by a box wood stove and offers absolutely no facilities in the way of water supply or toilet systems. The class room and class room equipment are of the meagerest type and utterly unfit for use. The building should be closed and the children transported to a new building constructed upon a suitable site.

VIOLA NO. 156

(Colored)

	Score	Perfect Score
I. Site	65	160
II. Building	117	200
III. Service Systems	62	250
IV. Class Rooms	99	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	343	1000

This is one of the best schools in the county. It is an attractive, well-kept structure. It has vestibules, but needs new toilets. The grounds should be larger to give plenty of playground space for the children.

REEVES CROSSING NO. 159

(Colored)

	Score	Perfect Score
I. Site	29	160
II. Building	35	200
III. Service Systems	22	250
IV. Class Rooms	75	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	161	1000

In this one-room, non-vestibuled frame structure, approximately 21x18 ft., were housed in 1918-1919 forty-two children, and not enough seats were provided for these children, so that a number were required to use crudely fashioned wooden benches without a desk top and place for their books and school utensils. The building is located on a very poor site adjoining the railroad track. Upon this site has been expended little care so as to make it at all attractive for children. The double seats which are provided are of an inferior quality; the teacher's desk is of fair type, but practically no other equipment is furnished. There are no decorations, the room is heated by an old-fashioned stove, and a fair amount of slate blackboard space was provided. The interior had been cleaned on the Saturday before the opening of the school so as to make it fairly presentable for the first day. The two out-houses stand immediately to the rear of the school building and within about three feet of the building itself. They are not shielded from one another and altogether present a most undesirable situation.

JOHN WESLEY NO. 160
(Colored)

	Score	Perfect Score
I. Site	55	160
II. Building	15	200
III. Service Systems	20	250
IV. Class Rooms	70	225
V. Special Rooms	0	165
	<hr/> 160	<hr/> 1000

John Wesley school is nothing but a wretched, dilapidated hovel. It is not fit for the housing of any child. The clapboards are falling out, brick foundations decaying away and the roof rotting in places. It is unfortunately located near a cemetery and lacks sufficient playground area as well as playground apparatus. Children may with wisdom be kept at home rather than housed in such a structure for the purpose of "Getting an education."

MILFORD NO. 163
(Colored)

	Score	Possible Score
I. Site	63	160
II. Building	34	200
III. Service Systems.....	49	250
IV. Class Rooms.....	98	225
V. Special Rooms.....	2	165
	<hr/> 246	<hr/> 1000

The Milford school is located on a limited site in close proximity to a very unsanitary dumpheap. The outhouses of this building were in the usual insanitary condition. The building itself is one of the better frame buildings provided for colored children in the special school districts. The rooms are poorly lighted, mainly from three sides. The floors are in bad condition and the equipment very poor. The plaster had fallen off in places. The building has no protection from fire dangers. Its awkward stairway, unequipped with proper handrails, and its class room doors opening inward, would add considerably to the danger to the lives of children who were endeavoring to leave this building in a hurry. The four rooms provided in this building cannot be considered adequate for the 140 children of eight grades who were registered here last year. No place was provided these children for hats or wraps and no conveniences of any kind were afforded teachers or pupils. The common drinking cup was still in use.



Colored school at Milford, Delaware. One of the best of the frame buildings provided for colored children in the special school districts. It is unfortunate that the dumpheap is in such close proximity to this school. The outhouses for this building were in the usual insanitary condition. The site is small and no conveniences provided for teachers or pupils. This four-room school will not provide the type of education that children of a democracy ought to be getting.

CHAPTER ELEVEN
REPRESENTATIVE SCHOOL BUILDINGS
FOR COLORED CHILDREN
SUSSEX COUNTY

CHAPTER XI

REPRESENTATIVE SCHOOL BUILDINGS FOR COLORED CHILDREN SUSSEX COUNTY

(The Survey Commission has made a written, detailed report to the Service Citizens on each school building in the State of Delaware (exclusive of Wilmington). In the following pages are to be found descriptions of representative school buildings for colored children of Sussex County.)

ELLENDALE NO. 195

(Colored)

	Score	Perfect Score
I. Site	26	160
II. Building	30	200
III. Service Systems	37	250
IV. Class Rooms	46	225
V. Special Rooms	3	165
	<hr/>	<hr/>
	142	1000

This is a very old, one-room, vestibuled frame building, 14x28, on a brick foundation in very bad condition. It is located in a churchyard and offers little opportunity for play or recreational facilities. Service systems are either entirely missing or of the most meager type possible. The class room is small, dirty and in general uninhabitable. The glass area is low and distributed on



ELLENDALE SCHOOL

three sides of the room, one of which the children are compelled to face. The building should not be used for school purposes and cannot be made by alteration into an acceptable school building.

FRIENDSHIP NO. 202
(Colored)

	Score	Perfect Score
I. Site	20	160
II. Building	30	200
III. Service Systems	6	250
IV. Class Rooms	55	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	111	1000

This is probably as poor a school building as can be found in

Delaware. Its score of 111 points indicates that practically nothing exists about this school which is worthy of mention. Torn, ragged, out-of-date maps are samples of the type of equipment. A floor full of holes and patched in places by nailing on a second layer of broken board indicates in what condition the interior of this structure was found. Weeds were actually growing through the floor of the schoolhouse. The majority of the blackboards were painted wooden boards with a large part of the paint worn off. The building is located in what was once a clearing on a forest road, in the midst of a dense forest. The clearing had become overgrown to such an extent that it was impossible to see the outhouses, if there were any, from the road. The State of Delaware should not permit this building to be used as a schoolhouse a moment longer than it will be necessary to build a high-grade, modern plant for these children.



MILLSBORO SCHOOL

MILLSBORO NO. 204

(Colored)

	Score	Perfect Score
I. Site	62	165
II. Building	35	200
III. Service Systems	7	250
IV. Class Rooms	67	225
V. Special Rooms	0	165
	<hr/> 171	<hr/> 1000

This school is situated on a very limited, triangular plot, backed by a forest which practically overtops the schoolhouse itself. The shutters, outside steps, pump and windows are among the parts of this building that were broken down. Some of the brick piers are rotting away. The interior of this building could be barren in no greater degree. There is absolutely no indication of any effort for making the interior of this building attractive. No decorations of any kind appear. The wood stove cannot possibly provide sufficient warmth for the children in winter. There seems to be only one toilet to be used in common by both sexes.

WHARTON'S BRANCH NO. 205

(Colored)

	Score	Perfect Score
I. Site	32	160
II. Building	13	200
III. Service Systems	26	250
IV. Class Rooms	24	225
V. Special Rooms	2	165
	<hr/> 97	<hr/> 1000

Wharton's Branch Colored School is housed in a very old one-room, one-story frame building, which is located on a small, irreg-

ular site, approximately 100x150 feet, surrounded on three sides by oak woods and underbrush. The building is 14x20, of the non-vestibuled type, lighted from three sides with the seatings so arranged as to compel the children to face an open window. The entire structure is in the last stages of decay. From the exterior one would never suspect that school children would be housed in such quarters. The



WHARTON SCHOOL

interior is no more satisfactory than the exterior. The ceiling is seven and one-half feet high and the floor, which is badly worn, is sagging down at either end to such an extent that it is out of level by as much as twelve inches. This building has absolutely nothing to recommend its continued use for school purposes, and everything to warrant the recommendation that it be closed, and that in its place a modern school structure be provided.

SELBYVILLE NO. 210

(Colored)

	Score	Perfect Score
I. Site	55	160
II. Building	70	200
III. Service Systems.....	33	250
IV. Class Rooms.....	69	225
V. Special Rooms.....	2	165
	<hr/> 229	<hr/> 1000

This is an old, rectangular, one-room building, 16x24. It is without vestibule or protected entrance, in general bad repair, though recently painted. It cannot be said to have any site of its own, for it is located on the corner of a churchyard. It is on the main highway, but is reached by a rather circuitous route through unimproved lanes and passageways through corn fields. Although only 16x24 feet in size, it has crowded into it seats for 40 pupils. The seats are arranged in such a way as to require the children to face four open windows. For such time as the building must be used for school purposes the two windows in the end of the room opposite the door should be closed and the seats arranged to face in that direction. The building has nothing to recommend its continued use for school purposes, and at the earliest possible time a new and adequate structure should be provided at some point more advantageous in every way than is the present location.

LOWES X ROADS NO. 212

(Colored)

	Score	Perfect Score
I. Site	40	160
II. Building	25	200
III. Service Systems.....	15	250
IV. Class Rooms.....	30	225
V. Special Rooms.....	0	165
	<hr/> 110	<hr/> 1000

This old and rotten hulk, hidden away in the woods, is about ready to tumble down. The window panes are out and the interior is musty, moldy, dirty, stinking and utterly impossible from the standpoint of educational needs. The desks are of the old board type. The building has nothing to recommend it and every element about it condemns it.

PORTSVILLE NO. 214

(Colored)

	Score	Perfect Score
I. Site	70	160
II. Building	30	200
III. Service Systems.....	16	250
IV. Class Rooms.....	41	225
V. Special Rooms	0	165
	<hr/> 157	<hr/> 1000

The Portsville Colored School is situated in close proximity to a new church which is fully 500 per cent better than the school-house. This is a dirty structure, within and without, with aged, unvarnished walls, cracked blackboards of painted wood and slate, with totally inadequate window area for lighting the interior. The floors are worn and poor, the woodwork unpainted and the ceiling but eight feet from the floor. Apparently, a common outhouse does service for both sexes, while the pump from which the drinking water is drawn is within fifteen feet of this common toilet. The old wood stove and the new teacher's desk stand in striking contrast. The school is situated in a poverty-stricken community. The only hope for this community is for the State to step in and provide a structure which will permit some of these children to get a training which will fit them for their future work. If the brick piers underneath the structure are not repaired soon the building will run the danger of being lowered to the ground.

CONCORD NO. 216

(Colored)

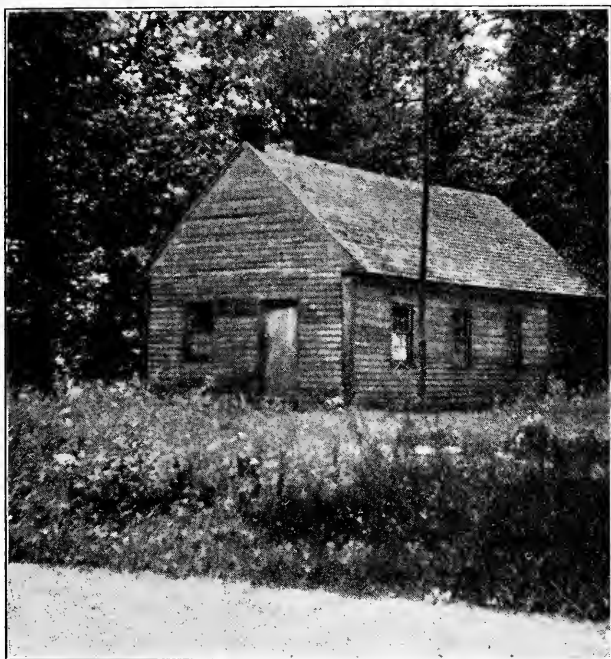
	Score	Perfect Score
I. Site	40	160
II. Building	40	200
III. Service Systems.....	25	250
IV. Class Rooms.....	50	225
V. Special Rooms	0	165
	<hr/>	<hr/>
	155	1000

This wretched structure is mounted on brick piers which rise as high as two feet from the shifting sand base. The dimensions of the class room are approximately 18x30, while only six windows have been provided, size $2\frac{1}{4} \times 3\frac{1}{2}$, and the percentage of window area to floor area is far below the acceptable standard of from twenty to twenty-five per cent. An old, tumbledown, battered stove is relied upon to heat the interior, which is lined throughout with wood sheathing. The floor might well be given a second covering, since, because of the large open area underneath and the open nature of the floor, an overabundance of ventilation is undoubtedly provided in winter. A quaint painted box has been provided as a teacher's desk. The broken-down front stairway and the skeleton of a woodshed are fit complements to this structure.

TRINITY NO. 221

(Colored)

	Score	Perfect Score
I. Site	30	160
II. Building	17	200
III. Service Systems.....	19	250
IV. Class Rooms.....	52	225
V. Special Rooms.....	0	165
	<hr/>	<hr/>
	118	1000



TRINITY SCHOOL

This building is a one-room frame structure, without vestibule. It is approximately 18x32 feet in dimensions. The character of the foundation could not be ascertained without the removal of boards, which were buried in the ground. The roof is moss-grown, and the entire building is in the last stages of decay. It is located in a churchyard at the intersection of poorly graded, unimproved roads. The building is heated by a box stove. It has neither clock nor bell; no provision has been made for either drinking or washing facilities and no toilet accommodations whatever are provided. The glass area of the class room is less than one-half of what it should be, and what it has is distributed on opposite sides of the room. No window shades are supplied and no provision made for cloak rooms. The only commendable feature of the building is the new double desks which have been installed. These are in good condition, but double desks do not meet standard requirements. This building

should be abandoned absolutely and the children of the community provided with a new and modern schoolhouse.



HOLLYVILLE NO. 224

(Colored)

	Score	Perfect Score
I. Site	73	160
II. Building	37	200
III. Service Systems.....	46	250
IV. Class Rooms.....	84	225
V. Special Rooms.....	3	165
	<hr/>	<hr/>
	243	1000

The Hollyville Colored School is an old, one-room frame structure, without vestibule or protection of any kind over the entrance. The building is approximately 14x18 feet in dimensions and is located on a rectangular site at the intersection of poorly graded, unimproved roads. The present site is too small to meet the standards with respect to this item, but the location of the building would per-

mit of the site being extended by clearing away more of the pine forest which surrounds the present site. The building is of such a primitive character, so old and dilapidated as not to be considered possible as even a nucleus for a new structure. The building is heated by a primitive wood stove and the other service systems of the building are of the same general type. The class room is lighted from two sides and the class room equipment is very old. In fact, the pupils' seats and desks and the teacher's desk are the old handmade type of furniture. The accompanying picture is that of the interior of the room, showing both the pupils' and teacher's desks. Regardless of the very primitive nature of both the equipment and the building and of the entire situation, some one has been making the best of a very bad job, for the room was neat, clean and as attractive as such a room could be made.

PART TWO

THE MEASUREMENTS OF THE SCHOOL BUILDINGS OF DELAWARE

PART TWO

THE MEASUREMENTS OF THE SCHOOL BUILDINGS OF DELAWARE

For the reader who is anxious to acquaint himself with the methods employed in surveying the school buildings of Delaware, and for one who would know all the facts recorded by the survey, this section, with its tables of scores and score card, has been prepared. The score card and the detail of standards accompanying it have been developed over a period of five years of study and investigation of school buildings throughout the country. The standards set by the various States, the work accomplished by architects and builders, handbooks of architecture and the like were used in the study of the situation which led to the development of the score card.

The idea of a score card has been common over a considerable period of years, especially in the work of agricultural colleges. There is a manifest advantage in the score card in that it fixes attention upon all of those qualities or elements which go to make up the perfect whole desired. Individuals, in judging school buildings, not infrequently think mainly in terms of two or three elements which seem to them to be of primary importance and often neglect other parts of the building which are, when one stops to consider them, of equal value. In making the score card it was necessary, first of all, to include as nearly as possible all of those details which go to make up the perfect school building. It was, of course, desirable, in so far as it was possible, to include under a few main heads all of the subordinate factors. After a very considerable amount of experimentation, the items Site, Building, Service Systems, Class Rooms and Special Rooms were decided upon as the main heads. The score card is accompanied with a set of detailed standards for each of its sub-items, in the light of which the score for each item is obtained.

A school building which meets all of the standards proposed in the score card is rated at 1000 points. Experience resulting from the

application of the score card to hundreds of school buildings in various sections of the United States suggests that a score of 900 to 1000 points indicates a highly satisfactory degree of construction and equipment. In fact, in only a few minor respects does such a building deviate from acceptable standards.

A rating between 700 and 900 points is fairly satisfactory. Such a rating should be studied in the light of its component parts. Slight building alterations, the need for which will be indicated by the low scores allowed on such items, will tend to raise considerably the score of a building in this group. A score of 500 to 700 points has meant that considerable alteration was needed before these buildings could be brought to a satisfactory standard of efficiency.

When scores of buildings have fallen below 500 points, it has been the universal judgment of those who have built the score card that speedy abandonment of those buildings for school purposes was the only justifiable course to be followed. In all instances where scores of 500 points or less have resulted it has seemed that expenditures for repairs and reconstruction would be highly excessive. It has also seemed that there was little possibility, even with the expenditure of relatively large sums of money, to secure as a result of such repairs and reconstruction a building which was suitable for school purposes. The score card and the detail of standards accompanying it follow:

SCORE CARD FOR VILLAGE OR RURAL SCHOOL BUILDINGS OF FOUR TEACHERS OR LESS

I—Site (160) ().....			
A. Location			65
1. Accessibility	30		
2. Environment	35		
B. Drainage			40
1. Elevation	20		
2. Nature of soil	20		
C. Size, form and use	45		45
D. Flagpole	10		10
II—Building (200) ().....			
A. Placement			40
1. Orientation	25		
2. Position on site	15		
B. Gross Structure			90
1. Type	20		
2. Material	10		

3. Height	10	
4. Roof	5	
5. Foundation	10	
6. Walls	10	
7. Entrances	10	
8. Aesthetic balance	5	
9. Condition	10	
C. Internal Structure		70
1. Stairways, vestibules and corridors....	25	
2. Basement	30	
3. Color scheme	10	
4. Attic	5	
III—Service Systems (250) ()..		
A. Heating and Ventilation		55
1. Kind	20	
2. Installation and distribution	10	
3. Air supply	15	
4. Fans and motors	5	
5. Temperature control	5	
B. Fire Protection		20
1. Apparatus	5	
2. Fireproofness and fire doors.....	5	
3. Exits	5	
4. Light installation	5	
C. Cleaning System		25
1. Kind and equipment	10	
2. Efficiency	15	
D. Artificial Lighting		20
1. Gas or electricity	5	
2. Outlets and fixtures	10	
3. Illumination	5	
E. Schedule and Emergency Equipment.....		20
1. Clock	5	
2. Bell	5	
3. Telephone	5	
4. First aid	5	
F. Water Supply System		50
1. Drinking	20	
2. Washing	15	
3. Bathing	5	
4. Hot and cold	10	
G. Toilet Systems		60
1. Placement	15	
2. Fixtures	10	
3. Adequacy	10	
4. Seclusion, sanitation and condition....	25	
IV—Class Rooms (225) ().....		
A. Arrangement	10	10
B. Construction and Finish		80
1. Size	20	
2. Shape	15	
3. Floors	10	
4. Walls	5	
5. Doors	5	
6. Closets	5	
7. Blackboards and bulletin boards.....	15	
8. Color scheme	5	
C. Illumination		60

1. Class area	30		
2. Window placement	20		
3. Shades	10		
D. Cloakrooms and Wardrobes	20		20
E. Equipment			55
1. Seats and desks	30		
2. Teachers' desks	5		
3. Other equipment	20		
V—Special Rooms (165) ()...			
A. Rooms for General Use.....			80
1. Play room	20		
2. Community room	30		
3. Library	20		
4. Lunch room	10		
B. Officials' Consult. Rm.	20		20
C. Other Spec. Serv. Rooms.....			65
1. Industrial Arts	30		
2. Household arts	30		
3. Fuel room	5		
Totals	1000		1000

MINIMUM AND OPTIONAL STANDARDS FOR VILLAGE AND RURAL SCHOOL BUILDINGS OF FOUR TEACHERS AND LESS STATE OF DELAWARE

NOTE.—The standards mentioned under each item below are the minimum standards. Optional standards are specified in each instance where such are allowed.

I. SITE.

A. LOCATION.

1. Accessibility:

- a. Location near intersecting main highways if possible.
- b. Centrality (present and future) desirable, but secondary to (a); not more than 2 miles from farthest home served, unless transportation at public expense is provided.

2. Environment:

- a. Sanitary and healthful—not adjacent to farm houses, barns, stock pens, open ditches, swamps, ponds or dense woods.
- b. Free from disturbance by noise or mal-odors of railroad trains, mills, factories and the like.

B. DRAINAGE:

1. Elevation:

- a. Natural elevation preferred—slope away from building.
- b. Site should be underdrained with tile whenever necessary.

2. Nature of Soil:

- a. Quick drying, sandy loam, fertile and well adapted to vegetation.

C. SIZE, FORM AND USE:

- a. Size—A minimum space of four acres, thus providing space for adequate playgrounds, athletic field, school garden and pleasing location of building.
- b. Form—Should be rectangular in shape, approximately 300 ft. by 550 ft., allowing for location of building on end or corner with well adapted space for playgrounds and garden.
- c. Use—Grounds should have modern play apparatus, athletic field, and school garden.

D. FLAGPOLE:

Preferably on grounds in front of building—pole higher than building.

II. BUILDING.

A. PLACEMENT:

1. Orientation—Light exposure of class rooms should be, in order of preference, southeast, east, southwest, west. Class rooms should not have full north or south light exposure.
2. Position on Site:
 - a. Greatest possible utilization of grounds for play and gardening purposes.
 - b. Should allow for future additions and expansion of plant.

B. GROSS STRUCTURE:

1. Cottage type; three or four teacher-building should be planned in T, E, or U type, thus allowing for easy additions.
2. Materials—Hardburned brick, concrete, hollow tile stuccoed, or stone. Wood, constructed along lines of modern fire-resistive methods.
3. Height—One story above basement.
4. Roof:
 - a. Sloping, of wood, shingle, slate or tile, waterproof, properly sloped for drainage.
 - b. Provided with eave gutters and leaders emptying into cistern connections or other outlets.
 - c. Metal guards near eaves to prevent snow slides.
5. Foundation:
 - a. Concrete or masonry walls with wide footing.
 - b. Should extend below maximum freezing line.
 - c. Wall inclosing basement should be made waterproof and damp proof.
6. Walls:
 - a. Walls of hard brick laid in cement mortar, re-inforced concrete, masonry, hollow tile or wood.
 - b. Outer walls of masonry buildings should be furred.
 - c. If built of wood, fire stops of metal, asbestos or brick should be inserted to prevent rapid spread of fire through building.
7. Entrances:
 - a. Number:
 - (1) One or two teacher-building, one or more entrances, 6 to 8 feet in width with porch reached

by concrete steps, 6-inch risers, 12-inch non-slip treads.

- (2) Three or four teacher-building, should have at least two entrances.
 - (3) Outside entrance to heating system, if located in basement.
 - (4) Community room, if located in basement, should have convenient outside entrance, allowing use of room during school hours without disturbing school activities.
- b. All entrances should be kept free from outside obstructions.
- c. Doors:
- (1) Two pairs of double doors opening outward, substantial but not so heavy as to be out of proportion to the strength of small children who will open them.
 - (2) Should be provided with panic bolts, checks, and provisions for holding open.
 - (3) Size: $3 \times 7\frac{1}{2}$ to 8 feet.
8. Aesthetic Balance:
- a. Symmetrical and pleasing in effect without ornamentation which does not contribute to strength or utility.
9. Condition—Painted and in good repair.

C. INTERNAL STRUCTURE:

1. Stairways, vestibules and corridors:

a. Stairways:

- (1) Constructed of fireproof material.
- (2) Width $4\frac{1}{2}$ to 5 feet, 12-inch treads, 6-inch risers.
- (3) Landings—should equal in width the length of the treads.
- (4) Lighting—natural, as well as artificial, light should be provided in adequate amount.
- (5) Storage rooms located under stairways will not be approved.

Optionals:

- (1) When leading to part of basement containing heating apparatus, should be closed off at base by fireproof doors.
- (2) Sanitation—Where angles and corners would otherwise occur in stairway construction, the plans should provide for concaved surfaces (coves), thus preventing the accumulation of dust, dirt and germ-carrying filth in places inaccessible to brooms and brushes.

b. Vestibules:

- (1) 8 to 12 feet wide.
- (2) So arranged as to serve as storm door entrance, preventing cold drafts of air entering school room or corridor when outer doors are opened; should not be used as cloak room.

Optional: Metal foot scraper mat flush with floor in vestibule.

- c. Corridors—Essential to 3 and 4 room plan:
 - (1) Should provide easy access to class rooms and exits with least possibility of congestion.
 - (2) Construction:
 - (a) Material: Hard maple or hard pine or battleship linoleum glued on wood floor.
 - Optional:* Cement overlaid with battleship linoleum.
 - (b) Width: 7 to 10 feet.
 - (c) Doors: All class room and special room doors should open into corridor; glazed in upper portion.
 - (d) Lighting: Adequate natural light, sunshine if possible, with provision for artificial lighting.
 - (e) Heating: Should be as well heated as other parts of building.
 - Optional:* Sanitation: All intersecting surfaces should show cove finish, preventing accumulation of dust and dirt.
 - (3) Should be free from projections or obstructions.
 - Optional:* Pleasing effect: Should be made attractive by furnishing with pictures, friezes, busts, plants and the like.

2. Basement:

- a. Depth below grade: except for heating plant and fuel room, basement should not extend more than $3\frac{1}{2}$ feet below grade.
- b. Heating plant and fuel room should be separated from rest of basement by fireproof masonry walls and fireproof ceiling, with self-closing fire doors.
- c. Floors and walls should be damp proof.
- 3. Color Scheme. See Class Rooms.
- 4. Roof Space: Properly ventilated.
- Optional:* This type of building may be built without basement if desired.

III. SERVICE SYSTEMS.

A. HEATING AND VENTILATING:

1. Definitions: Kinds of Systems:

- a. Direct heating: Direct heating is provided where stoves or steam radiators in the class room furnish the necessary heat.
- b. Indirect heating: Where heat radiating apparatus is not located in the room to be warmed but in the basement or some other portion of the building.
- c. Combined: A combination of direct and indirect heating is often utilized in the heating of school buildings.
- d. Natural system of ventilation: Dependence for ventilation placed upon the use of windows.
- e. Gravity system of ventilation: The gravity system of ventilation involves indirect heating, with a vent stack

for the passage of foul air, having the opening at the school room floor. Fresh air is taken from without the building and passed over the source of heat before entering the school room. Provision may be made for the acceleration of the foul air by maintaining a source of heat in the foul air duct.

- f. Forced ventilation: A fan forces the fresh air over radiators into the supply ducts and thus into the class room.
2. Installation and Distribution:
 - a. Warm air furnace or steam heating plant located in fireproof enclosure in basement. All exposed air ducts and steam lines well insulated.
 - b. When steam is used, radiators located under class room windows, bracketed to wall—no legs or supports resting on floor—5 inches from floor, 3 inches from wall.
 - c. Warm air inlets 8 feet from floor, individual ducts leading from source of heat to each outlet. Ventiduct opening off floor level. Both openings without gratings.
3. Air Supply:
 - a. Supply 1800 to 2000 cubic feet of air per hour to each child in the class room.
 - b. Maintain temperature of 65 to 68 degrees F on coldest days without recirculation of air by reprehensible practice of closing dampers in ventiducts and exhausts.
4. Temperature Control: Automatic where system permits. Thermometer located on breathing plane of children.

B. FIRE PROTECTION SYSTEM:

1. Apparatus:
 - a. Small hand fire extinguishers easily accessible from any part of the building. Should be one in each school room and one near heating plant.
2. Fireproofness: Desirable from standpoint of security and durability of structure. Not essential to safety of occupants if exits are well planned. Door leading to furnace room should be fireproof and self-closing. Furnace room should be fireproof.
3. Exits: No part of building, including basement, should be without direct and unobstructed passage to outside of building.
4. Light installation: Electric wiring and lighting fixtures installed in accordance with the latest rules of the National Board of Fire Underwriters. Inspection and certificate of approval by underwriters required. Acetylene, gas or gasoline tanks located below surface at safe distance from building, with connections that meet underwriters' standards.

C. CLEANING SYSTEM: Kind and Equipment:

1. Oil brushes, cleaning compound and dust cloths. Corn brooms and feather dusters should be excluded for cleaning purposes.

Option: Portable vacuum cleaner.

2. Efficiency: All parts of building and equipment should be neat and sanitary. All cleaning should be done outside of school hours.

D. ARTIFICIAL LIGHTING SYSTEMS:

1. Kind: Electricity or Gas.
2. Outlets and fixtures: 6 to 9 per class room; special attention to lighting of auditorium or community room.
3. Standard illumination: 9-foot candles at each desk with no glare, shadows or light in direct line of vision.
4. Electric generator for light where no public electric service exists.

E. SCHEDULE AND EMERGENCY EQUIPMENT:

1. Clock for each class room.
2. Electric gong desirable. Hand bell or belfry signals allowable as substitutes.
3. Telephone connection.
4. First aid case with complete emergency equipment available in case of minor accidents.

F. WATER SUPPLY SYSTEM:

Source of water: (a) Community water system; deep drilled, bored or driven wells precluding possibility of surface drainage or contamination. Dug wells or springs not acceptable.
(b) Water periodically tested by State College.

Optional: Connections—Building should be equipped with pressure tank, gasoline or motor driven pump and complete water supply piping and fixtures.

1. Drinking:
 - a. One automatic bubbling fountain of type preventing mouth coming in contact with bubbler for each fifty pupils.
 - b. Should be located in corridor with provision for easy use by small children.
 - c. Drinking facilities should never be placed in toilet rooms.
 - d. Individual drinking cups required where drinking fountains are not installed.
2. Washing: Wash bowls adapted to height of children, in toilet rooms and work rooms.
Sinks: Should be located in work rooms, basement and janitor's closet.
3. Soap and Towels: Liquid soap and paper towels furnished.

Optional:

- (1) Hot and cold water supplied to above washing facilities.
- (2) Bathing: Provision for shower bath in school buildings:
- (3) Separate hot-water heater.

G. TOILET SYSTEM:

1. All toilets placed inside of buildings on same floor as class rooms. Separate toilets provided for teachers.

Optional: Separate toilet may be provided for janitors.

2. Fixtures:

- a. Porcelain seats of open type with individual flush. Height adapted to children.
 - b. Boys' individual urinals of porcelain.
3. Sewage disposal plant with septic tank and filtration field, or chemical toilet, or sewer connection.
4. Adequacy: One seat for each 25 boys or fraction thereof; one urinal for each 15 boys; one seat for each 15 girls.
5. Seclusion, Sanitation and Condition:
 - a. Seclusion: Non-communicating, sound-proof walls between adjoining rooms provided for the two sexes. Entrances to toilet rooms well screened. Stalls with light swinging doors for each seat.
 - b. Sanitation and condition: Light, airy rooms; sunshine desirable. Separate duct for ventilating purposes; exposed plumbing, non-absorbent floors and walls. All interior walls finished in moisture-proof cement painted white, capable of being washed. No demarkation or defacements permitted to remain in any toilet rooms.

IV. CLASS ROOMS.

A. ARRANGEMENT:

Easy of access to exits. Minimum of congestion in passing to and from rooms.

B. CONSTRUCTION AND FINISH:

1. Size:
 - a. 18 sq. ft. of floor space and 200 cu. ft. of air space per pupil as minima.
 - b. 22x28x12, seating 30 pupils.
24x32x12, seating 40 pupils.
2. Rectangular: Seated on the long axis.
3. Floors: Hardwood.
Optional: Wood overlaid with battleship linoleum.
4. Walls and Ceiling: Standard-hard, smooth, non-gloss finish plaster. Picture mold and wall space for pictures, maps and the like should be provided.
5. Doors: Substantial but not heavy, 3 ft. x 7 ft. opening outward. No raised thresholds across door openings.
6. Closets or closed cases: At least one in each class room providing space for supplies, books, globes, etc.
7. Blackboards:
 - (a). High grade slate, 4 ft. wide, mounted with firm backing, perfectly butted and shaved joints. Height from floor should vary with age of children. For lower grades 24 inches, upper grades 32 to 36 inches. Should run full length of front wall and wall opposite windows. No blackboard should be placed on window wall.
 - (b). Bulletin boards.
8. Color scheme: Walls light buff, light green or light gray; ceilings white or very light cream. Woodwork and furniture to harmonize in tone in dull finish.

C. ILLUMINATION:

1. Glass area equal to $1/5$ to $1/4$ of floor area.
2. Window placement: Unilateral from pupils' left, banked as closely as construction will permit, extending from rear of room to within 7 ft. of front wall. Sill of window from 3 to 4 ft. from floor and top as near ceiling as possible. Mullions not more than ten inches in width.
3. Shades: Double mounted at center of window or adjustable, one pulling each way; light tan or straw color; in good condition and repair.

D. CLOAKROOMS AND WARDROBES:

Ample space for winter wraps for full capacity of class room. Rack for umbrellas. Adequate heat and independent foul air vent. Separate from corridors and class rooms. Hooks or hangers in cloakrooms placed at heights to conform to the size of children expected to use for the class rooms for which cloakrooms are provided. Adequate shelving should be provided in cloakrooms for children's lunch boxes.

E. EQUIPMENT:

1. Seats and desks: Should be individual, adjustable, and *adjusted*.
Optional: Movable chairs are preferable to screwed-down seats.
2. Teachers' desks: Substantial, attractive, adequate to needs, not mounted on platform.
3. Other equipment: Maps, globes, stereopticon, books, pictures, phonograph, etc.

V. SPECIAL ROOMS.

A. ROOMS FOR GENERAL USE:

1. Play room: Basement, space of class room size or greater. One each for boys and girls. Movable furniture.
2. Community room: Provided in basement (space otherwise used as play room). Must have convenient outside entrance. Class room and adjoining spaces for household and industrial arts may be used for community purposes where movable furniture is installed.
3. Library: Not less than 80 sq. ft. for one teacher school and increasing in size with the number of teachers and pupils. Book shelves, library tables and chairs. Well selected books. Well lighted and attractive. Teacher control.
4. Lunch room: Tables, chairs, and provision for serving hot lunches or supplementing children's lunch with hot soup, cocoa and the like.

B. SCHOOL OFFICIALS' CONSULTATION ROOM: General purpose; room to serve as teachers' room, visiting nurses' quarters, school board meetings, and private conferences of teachers with pupils, parents, and school officials.

C. OUTER SPECIAL ROOMS:

1. Industrial Arts space with benches, tools, stock rack and lockers. Teacher control from class room.

2. Household Arts space equipped for teaching cookery and sewing. Teacher control from class room.
3. Fuel Room: Inside building convenient to heating apparatus. Dustproof and capable of being closed off from class room or heating room.

Optional: Fireproof ash bin in basement in lieu of ash cans.

In the table which is given below there appears a number of school buildings, with the score assigned to each, within a range of 50 points. The number of buildings receiving such scores is given for each of the three counties of the State and for the State as a whole.

TABLE I

Total 1000	New Castle	Kent	Sussex	State
0- 49				0
50- 99			1	1
100- 149			6	6
150- 199	3	2	16	21
200- 249	16	24	32	72
250- 299	19	24	47	90
300- 349	14	16	19	49
350- 399	11	7	13	31
400- 449	9	1	5	15
450- 499	3	1	1	5
500- 549	2			2
550- 599				0
600- 649				0
650- 699	1			1
700- 749				0
750- 799				0
800- 849				0
850- 899				0
900- 949				0
950-1000				0
Total	78	75	140	293
25 Percentile	250.31	233.89	217.75	230.77
Median	302.56	272.96	264.95	275.00
75 Percentile	378.55	318.52	306.89	329.35

This table reads as follows, beginning on the fourth line from the top and reading under the heading New Castle County: Three school buildings were rated between 150 and 199 points. Still reading across the table horizontally, two buildings in Kent County were rated between 150 and 199 points. When we come to Sussex County we find in the column of figures given that one building rated

between 50 and 99 points; that six buildings (reading down the column) rated from 100 to 149 points and sixteen buildings from 150 to 199 points. Any other line or column of the table may be read in the same manner.

The summary of this table is given below it, expressed in 25 percentile, median and 75 percentile. The 25 percentile is the point on the scale of 1000 points below which 25 per cent. of the buildings fall. The median is the point on the scale below which 50 per cent. of the buildings fall and above which 50 per cent. of the buildings are found. The 75 percentile is the point on the scale above which 25 per cent. of the buildings score and below which 75 per cent. of them score.

For the whole State it will be observed that one-half of the school buildings were scored below 275 points and half of them above that score; that one-quarter of the buildings were scored below 230 points and that one-quarter of the above buildings were scored above 329 points.

It is not necessary to comment to any extent upon these scores.

TABLE II
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
SCHOOL SITE

(Site— 160)	New Castle	Kent	Sussex	State
0- 9			2	2
10- 19		1	6	7
20- 29	2	5	13	20
30- 39	1	4	14	19
40- 49	6	10	22	38
50- 59	8	22	33	63
60- 69	9	12	16	37
70- 79	13	8	19	40
80- 89	14	6	11	31
90- 99	12	2	2	16
100-109	9	3	2	14
110-119	3	0	0	3
120-129	1	2		3
130-139				0
140-149				0
150-160				0
Total	78	75	140	293
25 Percentile	71.50	57.75	49.00	55.32
Median	87.83	66.95	62.94	66.00
75 Percentile	103.75	81.81	78.38	86.75

It is evident that if one accepts the standards proposed, these one to four teacher schools do not, except in three cases, reach even a minimum of 500 points on the scale, and they are, therefore, in the judgment of those making the investigation, fit only for some use other than that for which they are now designated. Delaware needs to rebuild her rural school buildings.

In order to indicate clearly the basis upon which the gross score was arrived at, the five more important items for which buildings were scored appear in the tables which follow, for each of the three counties and for the State, and are read as was Table I.

160 of 1000 points are allowed for the School Site. In the State of Delaware half of the buildings were scored below 66 points. Three-quarters of them were scored below 86 points, which is just over half of the total points allowed where adequate sites are provided.

For the gross structure of the building, 200 points are allowed out of a total of 1000 for the type of building scored.

TABLE III
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
GROSS STRUCTURE OF BUILDING

(Building— 200)	New Castle	Kent	Sussex	State
0- 9				
10- 19			3	3
20- 29		1	3	4
30- 39	3	3	15	21
40- 49	5	10	23	38
50- 59	14	17	28	59
60- 69	13	16	31	60
70- 79	10	19	19	48
80- 89	12	2	5	19
90- 99	8	5	1	14
100-109	3		9	12
110-119	3	2	1	6
120-129	3		2	5
130-139	2			2
140-149	1			1
150-159				
160-169	1			1
170-179				
180-189				
190-200				
Total	78	75	140	293
25 Percentile	57.04	51.80	45.09	50.23
Median	73.50	63.07	58.29	62.66
75 Percentile	91.20	73.89	70.05	76.09

It will be observed that out of the 293 buildings scored, half of them were given less than 63 points out of a possible 200; that one-quarter were scored below 50 points out of 200, and that only one-quarter of the buildings were scored as worthy of more than 76 points out of 200.

The efficiency of the school building depends in large measure upon the provision which is made for the comfort and health of school children. Buildings were scored under the general head Service Systems for heating and ventilation, fire protection, cleaning systems, water supply, schedule and program equipment and toilet facilities. A total of 250 points out of 1000 is allowed on the score card for rural school buildings for Service Systems.

TABLE IV
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
SERVICE SYSTEMS

(Ser. Systems— 250)	New Castle	Kent	Sussex	State
0- 9				
10- 19	1		1	2
20- 29	4	2	11	17
30- 39	22	8	18	48
40- 49	18	11	23	52
50- 59	11	17	22	50
60- 69	8	21	42	71
70- 79	5	10	16	31
80- 89	4	4	5	13
90- 99	1	2	2	5
100-109	3			3
110-119				
120-129				
130-139				
140-149				
150-159				
160-169				
170-179				
180-189				
190-199	1			1
200-209				
210-219				
220-229				
230-239				
240-250				
Total	78	75	140	293
25 Percentile	35.31	46.95	41.18	40.18
Median	45.18	58.70	56.73	54.50
75 Percentile	61.91	67.70	66.14	66.24

In the State of Delaware, out of a possible 250 points 50 per cent. of the buildings were scored below 54 points; one-quarter of the buildings were scored below 40 points, and only one-quarter of the buildings scored above 66 points out of the 250 points allowed.

It is clear from these scores that on these main items the buildings for the one to four teacher schools for white children are miserably inadequate.

The space devoted to class room use is allotted a total of 225 points out of 1000. Under this head are included the size and form of the class room, its floor, walls, ceiling and their condition, the lighting of the room, the furniture, the cloak room and wardrobes adjacent or included in the room, structure of blackboards, pictures and teaching equipment.

TABLE V
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
CLASS ROOMS

(Class Room— 225)	New Castle	Kent	Sussex	State
0- 9				
10- 19				
20- 29				
30- 39			1	1
40- 49			3	3
50- 59	3		12	13
60- 69	8	10	13	31
70- 79	8	13	19	40
80- 89	8	16	23	47
90- 99	13	18	38	69
100-109	7	10	13	30
110-119	6	5	4	15
120-129	10	2	5	17
130-139	5	1	5	11
140-149	3		2	5
150-160	4		1	5
160-169			1	1
170-179	2			2
180-189	1			1
190-199				
200-209				
210-219				
220-225				
Total	78	75	140	293
25 Percentile	79.36	75.76	72.15	74.75
Median	99.83	88.06	88.60	90.34
75 Percentile	125.75	98.59	98.00	103.82

For the State, one-half of the schools were scored as to Class Rooms less than 90 points out of a possible 225; one-quarter of the buildings were scored less than 74 points, and only one-quarter of the buildings were scored above 103 out of a possible 225 points. As has already been indicated in the general discussion, class rooms in these schools are poorly conceived, improperly lighted and relatively unequipped.

In order to conduct a modern school, rooms other than the class rooms must be provided. On the score card for rural school buildings 165 points are allowed for Special Rooms, under which are classified play room, community room, nurse room, library, lunch room, space for industrial and household arts and fuel room. These facilities are allowed 165 points out of the 1000 which make up the total score.

TABLE VI
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
WHITE CHILDREN WITH RESPECT TO
SPECIAL ROOMS

Spec. Rms. 165	New Castle	Kent	Sussex	State
0	5	14	14	33
1	11	7	9	27
2	26	24	53	103
3	17	18	57	92
4	10	1	2	13
5	2	9		11
6			1	1
7			2	2
8				
9	1			1
10				
11				
12	1		1	2
13				
14				
15				
16				
17				
18				
19				
20				
21	1			1
22				
23	1		1	2
24				
25				

TABLE VI--(CONTINUED)

Spec. Rms. 165	New Castle	Kent	Sussex	State
26				
27				
28	1			1
29				
30		1		1
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44	1			1
45	1	1		2
*				
*				
160				
Total	78	75	140	293
25 Percentile	1.14	.68	1.23	1.12
Median	1.90	1.70	1.88	1.84
75 Percentile	3.07	2.62	2.50	2.60

It will be observed in glancing at the table of Special Rooms that a very minimum of such equipment has been provided for these schools. In this table there are only 14 buildings out of the 293 rural schools for white children scored that received more than 5 points out of the possible 165. The highest scores allowed were to two buildings, each of which received 45 points out of the possible 165.

Some of the factors upon which the scores depend appear in Table VII.

It will be observed that in Table VII some of the more interesting facts concerning rural schools are given for the total number of buildings scored and reduced to percentages. For example, reading the first line, there were in New Castle County twenty-nine buildings located on triangular or irregular sites. This is 40.2 per cent. of the total number of buildings found in the county. Dropping down to the third item in the table, there were in New Castle County

TABLE VII

	New Castle		Kent		Sussex		State	
	Bldgs.	Per Cent	Bldgs.	Per Cent	Bldgs.	Per Cent	Bldgs.	Per Cent
Located on Triangular or Irregular Site.....	29	40.2	32	42.6	70	50.0	131	45.3
Without Vestibule	6	8.3	24	32.0	57	52.3	87	30.2
No Water Supply	46	58.3	20	26.6	15	10.7	81	28.0
Without Improved Type of Heater.....	55	76.4	20	26.6	59	42.0	134	46.5
Without Flagpole	20	27.8	32	42.6	68	48.5	120	41.7
Without Cloakrooms	45	62.5	38	50.6	100	71.5	183	63.5
Low in Glass Area	19	26.4	49	65.3	76	54.3	144	50.0
Light from 1 side	0	0	0	0	0	0	0	0
" " 2 sides	23	32.0	47	62.3	95	67.6	165	57.3
" " 3 "	36	50.0	24	32.0	42	30.0	102	35.4
" " 4 "	12	16.6	1	1.3	2	1.4	15	5.2
" " 5 "	0	0	0	0	0	0	0	0
" " 6 "	1	1.4	0	0	0	0	1	.3
" " 7 "	0	0	1	1.3	0	0	1	.3
With Gas or Electricity	4	5.6	0	0	0	0	4	1.4
With Indoor Toilets	2	2.8	1	1.3	0	0	3	1.0
With Play Room	2	2.7	0	0	2	1.4	4	1.4
With Community Room	2	2.7	1	1.3	2	1.4	5	1.7
With Office	0	0	1	1.3	0	0	1	.3
With Industrial Arts	0	0	0	0	0	0	0	0
With Household Arts	0	0	0	0	0	0	0	0
With Library	0	0	1	1.3	0	0	1	.3
With Lunch Room	0	0	1	1.3	0	0	1	.3

forty-six buildings with no water supply. This is 58.3 per cent. of the total number of buildings in the county. Reading the third line from the bottom, in the one to four teacher schools for white children in Delaware there were no facilities provided in any of the counties for the teaching of the households arts; and so may any other line of the table be read.

A similar set of tables were prepared on the basis of the scores given to the schools for colored children. These tables are read just as the tables already discussed that give the scores for the schools for white children. They follow in order and are easily capable of interpretation by any one who cares to know the facts.

One may summarize the situation by saying that in every respect the schools for colored children are somewhat less adequate than those provided for white children.

TABLE VIII
ONE TO FOUR-TEACHER SCHOOLS FOR COLORED CHILDREN

Total Score 1000 Points	New Castle	Kent	Sussex	State
0- 49				
50- 99			1	1
100- 149	1	3	8	12
150- 199	5	17	9	31
200- 249	9	7	7	23
250- 299	6	1	5	12
300- 349	1	2	4	7
350- 399	1			1
400- 449				
450- 499		1		1
500- 549	1			1
550- 599				
600- 649				
650- 699				
700- 749				
750- 799				
800- 849				
850- 899				
900- 949				
950-1000				
Total	24	31	34	89
25 Percentile	199.00	162.25	145.90	164.30
Median	232.33	190.20	193.44	200.00
75 Percentile	274.00	216.69	254.00	249.00

TABLE IX
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO SCHOOL SITE

School Site 160	New Castle	Kent	Sussex	State
0- 9	1			1
10- 19	2	2		4
20- 29	3		4	7
30- 39	4	6	6	16
40- 49	2	7	5	14
50- 59	2	7	8	17
60- 69	1	3	3	7
70- 79	6	5	4	15
80- 89	1		3	4
90- 99	1			1
100-109			1	1
110-119				
120-129	1	1		2
130-139				
140-149				
150-160				
Total	24	31	34	89
25 Percentile	29.00	38.50	35.60	36.00
Median	49.00	50.71	51.50	50.40
75 Percentile	74.00	59.83	57.33	69.00

TABLE X
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO GROSS
STRUCTURE OF BUILDING

Building 200 Points	New Castle	Kent	Sussex	State
0- 9		1		1
10- 19		2	3	5
20- 29	1		4	5
30- 39	1	9	10	20
40- 49	4	8	6	18
50- 59	5	8	4	17
60- 69	6		1	7
70- 79	2	1	3	6
80- 89	3		2	5
90- 99	1		1	2
100-109				
110-119		1		1
120-129		1		1
130-139	1			1
140-149				
150-159				
160-169				
170-179				
180-189				
190-200				
Total	24	31	34	89
25 Percentile	49.00	34.28	30.50	34.00
Median	60.66	43.38	39.00	46.50
75 Percentile	74.00	51.50	45.33	60.00

TABLE XI
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO
SERVICE SYSTEMS

Ser. Systems 250 Points	New Castle	Kent	Sussex	State
0- 9			3	3
10- 19	2	3	6	11
20- 29	7	19	3	29
30- 39	1	4	12	17
40- 49	2	2	4	8
50- 59	7		2	9
60- 69	1	2	3	6
70- 79	4	1	1	6
80- 89				
90- 99				
100-109				
110-119				
120-129				
130-139				
140-149				
150-159				
160-169				
170-179				
180-189				
190-199				
200-209				
210-219				
220-229				
230-239				
240-250				
Total	24	31	34	89
25 Percentile	24.71	21.50	18.17	22.00
Median	49.00	25.60	33.16	29.33
75 Percentile	57.58	32.75	45.25	47.40

TABLE XII
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO
CLASS ROOMS

Class Rooms 225 Points	New Castle	Kent	Sussex	State
0- 9				
10- 19				
20- 29			1	1
30- 39	2		1	3
40- 49		2	4	6
50- 59	1	4	7	12
60- 69	2	8	9	19
70- 79	5	7	3	15
80- 89	5	4	5	14
90- 99	5	5	3	13

TABLE XII---(CONTINUED)

Class Rooms 225	New Castle	Kent	Sussex	State
100-109	1			1
110-119	1		1	2
120-129	1			1
130-139		1		1
140-149				
150-159				
160-169	1			1
170-179				
180-189				
190-199				
200-209				
210-219				
220-225				
Total	24	31	34	89
25 Percentile	71.00	60.88	51.57	61.00
Median	83.00	71.14	63.44	71.50
75 Percentile	95.00	82.13	80.00	87.00

TABLE XIII
SCORES FOR ONE TO FOUR-TEACHER SCHOOLS FOR
COLORED CHILDREN WITH RESPECT TO
SPECIAL ROOMS

Special Rooms 165 Points	New Castle	Kent	Sussex	State
0- 9	9	21	18	48
10- 19	5	4	1	10
20- 29	4	4	9	17
30- 39	1	2	6	9
40- 49	2			2
50- 59	3			3
60- 69				
70- 79				
80- 89				
90- 99				
100-109				
110-119				
120-129				
130-139				
140-149				
150-159				
160-165				
Total	24	31	34	89

In the State of Delaware, outside of the city of Wilmington, there are 29 school buildings provided for white children in which more than 4 teachers are employed. In scoring these buildings a

score card was used which differed only in slight degree from that employed in scoring the one to four teacher schools. The differences between these two types of score cards consist largely in variations in construction and additions in equipment and special room facilities which are obviously necessary for the development of the larger school plants.

In Table XIV these 29 buildings are arranged according to their rank and according to the 50-point group of the 1000 points on the score card under which each one of these buildings falls.

TABLE XIV
SCORES FOR CITY SCHOOL BUILDINGS OF MORE
THAN FOUR TEACHERS

(Arranged in order of rank)

School Buildings
Scoring:

850 to 900 Points	.....	Alex I. du Pont
800 to 849	"	.....Caesar Rodney
750 to 799	"	.....(None)
700 to 749	""
650 to 699	""
600 to 649	"	.....Harrington
550 to 599	"	.....Bridgeville
500 to 549	"	.....Greenwood
450 to 499	"	.....Frederica; Mt. Pleasant
400 to 449	"	.....(None)
350 to 399	"	.....Rehoboth; Newark Grammar; Dover
300 to 349	"	.....Selbyville, Milford, Lewes, Milton, George- town, Smyrna, Middletown, New Castle Elementary, Seaford, Delaware City.
250 to 299	"	.....Felton, Laurel, Delmar
200 to 249	"	.....Newark Academy, Millsboro, Frankford;
150 to 199	"	.....Clayton, New Castle Academy, Dagsboro.

It will be noted that five of these larger school buildings have been rated by the judges above 500 points. These buildings are the Alex I. du Pont, Caesar Rodney, Harrington, Bridgeville and Greenwood Schools. All of the other twenty-four buildings of this group have been scored by the judges below 500 points, and it is recommended that all of these twenty-four buildings be replaced at the earliest possible moment with a school building which conforms to the standards outlined in the detailed score card which precedes.

The summaries of the scores allotted to these buildings are given in Tables XV to XX, inclusive. These tables are to be read in the same manner as the tables preceding.

TABLE XV
SUMMARY OF FINAL SCORES OF SCHOOL BUILDINGS IN
WHICH MORE THAN FOUR TEACHERS TEACH

Points	New Castle	Kent	Sussex	State
0- 49				
50- 99				
100- 149				
150- 199	1	1	1	3
200- 249	1		2	3
250- 299		1	2	3
300- 349	3	2	5	10
350- 399	1	1	1	3
400- 449				
450- 499	1	1		2
500- 549			1	1
550- 599			1	1
600- 649		1		1
650- 699				
700- 749				
750- 799				
800- 849		1		1
850- 899	1			1
900- 949				
950-1000				
Total	8	8	13	29
25 Percentile	250	300	258	271
Median	333	350	315	327
75 Percentile	350	600	347	396

TABLE XVI
SCORES ALLOWED ON SCHOOL SITES FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR
TEACHERS TEACH

(Possible Maximum Number of Points—125)

Points	New Castle	Kent	Sussex	State
0- 9				
10- 19				
20- 29				
30- 39				
40- 49			1	1
50- 59		1	2	3
60- 69			1	1
70- 79	2	2	1	5
80- 89	3		1	4
90- 99		1	2	3
100-109		2	3	5
110-119	3		2	5
120-125		2		2
Total	8	8	13	29
Median	86	100	93	92

TABLE XVII

SCORES ALLOWED ON GROSS STRUCTURE OF BUILDINGS
FOR CITY SCHOOL BUILDINGS IN WHICH MORE
THAN FOUR TEACHERS TEACH

(Possible Maximum Number of Points—165)

Points	New Castle	Kent	Sussex	State
0- 9				
10- 19	1		1	2
20- 29				
30- 39	2	1	5	8
40- 49	2	2		4
50- 59		1		1
60- 69	1	1	2	4
70- 79			2	2
80- 89				
90- 99	1		1	2
100-109		1		1
110-119			1	1
120-129		1	1	2
130-139		1		1
140-149	1			1
150-159				
160-165				
Total	8	8	13	29
Median	45	60	63	55

TABLE XVIII

SCORES ALLOWED ON SERVICE SYSTEMS FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR
TEACHERS TEACH

(Possible Maximum Number of Points—280)

Points	New Castle	Kent	Sussex	State
0- 9				
10- 19			2	2
20- 29			2	2
30- 39		1	1	2
40- 49	1	1	1	3
50- 59	2		1	3
60- 69	3		4	7
70- 79		3		3
80- 89	1			1
90- 99		1	1	2
100-109				
110-119			1	1
120-129		1		1

TABLE XVIII---(CONTINUED)

Points	New Castle	Kent	Sussex	State
130-139				
140-149				
150-159				
160-169				
170-179				
180-189		1		1
190-199				
200-209				
210-219				
220-229				
230-239				
240-249	1			1
250-259				
260-269				
270-280				
Total	8	8	13	29
Median	63	73	55	63

TABLE XIX

SCORES ALLOWED ON CLASS ROOMS FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR
TEACHERS TEACH

(Possible Maximum Number of Points—290)

Points	New Castle	Kent	Sussex	State
40- 49	1			1
50- 59	1			1
60- 69		1	1	2
70- 79			1	1
80- 89	1	1	1	3
90- 99	1	2	2	5
100-109		1	1	2
110-119				
120-129			4	4
130-139	1			1
140-149				
150-159				
160-169	1		1	2
170-179				
180-189	1		1	2
190-199		1		1
200-209				
210-219		1	1	2
220-229				
230-239				
240-249				
250-259		1		1
260-269	1			1
270-279				
280-290				
Total	8	8	13	29
Median	120	100	121	108

TABLE XX

**SCORES ALLOWED ON SPECIAL ROOMS FOR CITY SCHOOL
BUILDINGS IN WHICH MORE THAN FOUR TEACHERS TEACH**

(Possible Maximum Number of Points—140)

Points	New Castle	Kent	Sussex	State
0- 9	4	3	5	12
10- 19	3	2	7	12
20- 29			1	1
30- 39				
40- 49		1		1
50- 59		1		1
60- 69				
70- 79				
80- 89	1			1
90- 99				
100-109		1		1
110-119				
120-129				
130-140				
Totals	8	8	13	29
Median	10	15	12	12

COMPLETE LIST OF SCHOOLS SCORING ABOVE FOUR HUND

		I SITE—160			
		Location	Drainage	Size, Form, Use	Flag Pole
DIST.	NEW CASTLE COUNTY	A	B	C	D
No	NAME OF SCHOOL				
	Perfect Building	65	40	45	10
130	Oak Grove	50	35	35	10
21, 97	Newport	60	35	20	
80, 81¼, 81½	Townsend	55	30	5	
1	Claymont	50	25	5	10
	New School	25	30	10	
6	Eight Square	55	35	10	10
7	Sharpley	65	35	3	10
29	Hockessin	60	30	10	
33	Brandywine Springs	40	27	7	
34	Mt. Pleasant	40	30	10	
47	Rose Hill	55	30	3	
49	State Road	70	35	2	
51	Franklin	70	35	2	
58	Howell	60	35	15	10
77, 99, 99½	Marshallton	60	20	12	10
23, 75	*A. I. Dupont	50	28	40	
2	*Mt. Pleasant	50	30	35	
120	†Middletown	60	40	20	
KENT COUNTY					
73	Millwood	65	40	30	
112	Viola	40	25	15	
Con. No. 1	*Caesar Rodney	55	30	40	
32, 75, 76, 78	*Frederica	55	23	30	
94, etc.	*Harrington	55	30	40	
SUSSEX COUNTY					
4, 127	Slaughter Neck	35	25	1	
56	Morgan's	50	20	15	
117	Cedar Grove	45	27	2	
136	Reynold's	50	30	8	
138	Wesley	55	30	20	
138½	Cannon	55	35	20	
90, etc.	*Bridgeville	55	30	20	
91, etc.	*Greenwood	45	25	30	

NOTE.—All schools not otherwise indicated,



TABLE XXI

COMPLETE LIST OF SCHOOLS SCORING ABOVE FOUR HUNDRED POINTS OUT OF A POSSIBLE ONE THOUSAND ALLOTTED ON THE SCORE CARD FOR THE SCHOOL BUILDINGS OF DELAWARE

DIST. | NEW CASTLE COUNTY			I SITE.—160					II BLDG.—200				III SERVICE SYSTEM.—250										IV CLASS ROOMS.—225					V SPECIAL ROOMS.—165					Total for School
			Location	Drainage	Size, Form, Use	Flag Pole	Tot.	Placement	Gross Structure	Internal Structure	Tot.	Heating Ventilating	Fire Protection	Cleaning System	Artificial Lighting	Schedule—Emergency	Water Supply	Toilets	Tot.	Arrangement	Construction-Finish	Illumination	Clos. Rooms	Equipment	Tot.	Rooms for General Use	Official's Room	Special Serv. Rooms	Tot.			
80, 81¼, 81½	130	Perfect Building	65	40	45	10	160	40	90	70	200	55	20	25	20	20	50	60	250	10	80	60	20	55	225	80	20	65	165	1000		
	21, 97	Oak Grove	50	35	35	10	130	35	90	24	149	38	10	14	20	10	28	50	170	7	62	53	16	40	172	40	0	4	44	605		
	81	Townsend	60	35	20	7	122	25	62	39	126	31	8	19	0	6	25	111	15	57	42	15	32	151	24	0	4	28	538			
	1	Newport	55	30	5	5	95	35	83	43	161	18	2	19	0	4	5	14	62	10	60	48	15	40	173	45	0	0	45	536		
	1	Claymont	50	25	5	10	90	20	84	25	129	30	10	11	11	8	11	20	101	4	53	45	10	45	157	0	0	0	4	484		
	6	New School	25	30	10	0	65	27	84	18	129	10	14	10	0	0	18	50	102	10	70	53	15	35	183	0	0	1	1	480		
	7	Eight Square	55	35	10	10	110	30	45	21	96	31	5	13	0	8	6	19	81	7	44	37	15	24	127	0	0	4	4	418		
	29	Sharples	65	35	3	10	113	25	80	33	138	23	9	2	0	0	5	15	54	7	56	39	0	23	125	0	0	3	3	433		
	33	Hockessin	60	30	10	3	103	33	34	21	88	26	7	7	0	7	17	25	89	7	55	42	15	12	131	0	0	0	0	411		
	33	Brandywine Springs	40	27	7	0	74	27	76	28	131	30	7	14	0	7	3	25	86	7	63	51	8	17	146	0	0	4	4	441		
77, 99, 99½	34	Mt. Pleasant	40	30	10	5	85	30	70	30	130	40	7	10	5	5	10	15	92	5	30	40	10	25	110	0	0	4	4	411		
	47	Rose Hill	55	30	3	5	94	30	52	16	98	23	7	10	15	9	12	23	62	5	65	46	10	22	146	0	0	2	2	439		
	49	State Road	70	35	2	5	112	30	58	11	99	12	7	13	0	3	4	23	62	5	56	47	5	16	129	0	0	4	4	406		
	51	Franklin	70	35	2	5	112	30	58	11	99	12	7	13	0	3	4	23	62	5	56	47	5	16	129	0	0	4	4	406		
	58	Howell	60	35	15	10	120	35	71	23	129	12	7	20	5	8	5	21	78	10	61	40	8	33	152	0	0	2	2	481		
	77, 99, 99½	Marshalltown	60	20	12	10	102	30	53	22	105	29	4	10	7	5	7	10	72	6	44	42	12	24	128	0	0	4	4	411		
	23, 75	*A. I. Dupont	50	28	40		118	25	54	64	143	67	48	20	16	15	35	47	248	32	85	75	20	50	262	30	20	30	80	851		
	2	*Mt. Pleasant	50	30	35		115	25	40	28	93	26	5	12	11	3	15	10	82	12	64	57	5	30	168	0	0	18	18	476		
	120	*Middletown	60	40	20	5	125	40	75	20	135	35	10	10	0	5	5	15	75	5	63	52	11	29	160	0	0	0	5	500		
	KENT COUNTY																															
32, 75, 76, 78, 94, etc.	73	Millwood	65	40	30	2	137	40	30	10	80	25	0	25	0	10	10	10	80	5	40	40	5	24	114	40	0	5	45	456		
	112	Viola	40	25	15	6	86	30	62	25	117	22	7	12	0	7	9	34	91	8	51	44	5	24	132	0	0	2	2	428		
	Con. No. 1	*Caesar Rodney	55	30	40		125	22	57	60	139	50	25	20	16	5	30	39	185	35	85	77	15	45	257	55	20	27	102	808		
	32, 75, 76, 78, 94, etc.	*Frederica	55	23	30		108	20	44	38	102	20	0	10	0	10	15	20	75	35	58	58	20	19	190	10	0	5	15	490		
		*Harrington	55	30	40		125	25	53	50	128	35	7	18	0	5	22	40	128	25	70	70	20	30	215	30	0	20	50	646		
SUSSEX COUNTY																																
90, etc., 91, etc.	4, 127	Slaughter Neck	35	25	1	5	66	32	71	19	122	35	7	12	0	2	5	11	72	3	59	45	12	24	143	6	0	0	6	409		
	56	Morgan's	50	20	15	0	85	25	70	32	127	25	0	15	0	0	10	10	60	7	65	50	20	25	167	0	0	3	3	442		
	117	Cedar Grove	45	27	2	8	82	35	55	14	104	31	4	12	5	7	12	18	91	7	58	41	8	18	132	0	0	3	3	412		
	136	Reynold's	50	30	8	8	96	30	57	15	102	33	7	15	0	2	5	17	79	7	49	43	7	25	131	0	0	3	3	411		
	138	Wesley	50	30	20	5	110	35	70	0	105	25	0	20	10	5	10	20	90	8	65	35	0	27	135	20	0	1	23	463		
	138½	Cannon	55	35	20	2	112	23	70	15	108	25	0	18	5	7	15	15	85	5	51	37	0	22	115	0	0	3	3	423		
	90, etc.	*Bridgeville	55	30	20		105	20	54	51	125	16	17	15	6	9	15	35	113	30	66	70	20	26	212	10	6	5	21	576		
91, etc.	*Greenwood	45	25	30		100	20	54	37	111	19	5	12	6	8	13	34	97	25	66	67	0	29	187	12	0	2	14	509			

NOTE.—All schools not otherwise indicated, one to four teacher schools; schools marked (*) more than four teacher schools; schools marked (†) for colored children.

HUNDRED POINOL BUILDINGS OF DELAWARE

		V SPECIAL ROOMS—165				
		Placement Official's Room		Special Serv- ice Rooms		
	Tot.	A	B	C	Tot.	Total for School
0	160	40	20	65	165	1000
0	130	35	0	4	44	665
7	122	25	0	4	28	538
5	95	35	0	0	45	536
0	90	20	0	4	4	481
0	65	27	0	1	1	480
0	110	30	0	4	4	418
0	113	25	0	3	3	433
3	103	33	0	0	0	411
0	74	27	0	4	4	441
5	85	30	0	4	4	411
5	94	30	0	2	2	439
5	112	30	0	4	4	406
5	112	30	0	4	4	406
0	120	35	0	2	2	481
0	102	30	0	4	4	411
	118	25	20	30	80	851
	115	25	0	18	18	476
5	125	40	0	0	5	500
2	137	40	0	5	45	456
5	86	30	0	2	2	428
	125	22	20	27	102	808
	108	20	0	5	15	490
	125	25	0	20	50	646
5	66	32	0	0	6	409
0	85	25	0	3	3	442
5	82	35	0	3	3	412
3	96	30	0	3	3	411
5	110	35	0	3	23	463
2	112	23	0	3	3	423
	105	20	6	5	21	576
	100	20	0	2	14	509

one to four ten.

LIBRARY OF CONGRESS



0 021 332 804 9